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ABSTRACT

The guide is arranged in vertical columns relating curriculum concepts in English to curriculum performance objectives, career concepts and career performance objectives, suggested teaching methods, and resource materials. State concepts for eighth grade English, as outlined in the Texas Education Agency "Bulletin 615" for instruction, are used in the manual. Space is provided for teachers' notes which will be useful when the guide is revised. The appendix includes condensed descriptions for twenty selected jobs, bibliography of career education volumes in middle school libraries, index of films and records, and graphs. (EA)

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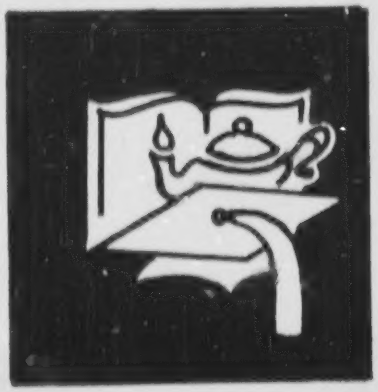

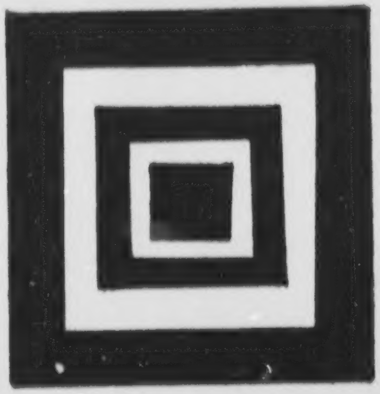

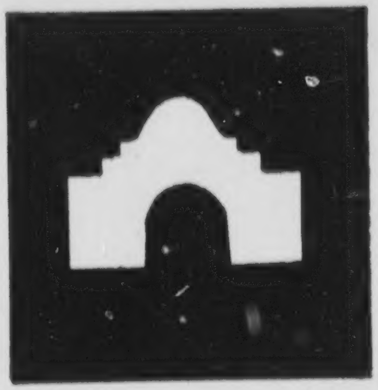

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Career - Curriculum Guide

CAREER EDUCATION CENTER
HARLANDALE INDEPENDENT SCHOOL DISTRICT
3706 ROOSEVELT
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ENGLISH - GRADE 8

CAREER EDUCATION CENTER

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SAN ANTONIO, TEXAS

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EIGHTH GRADE ENGLISH

CURRICULUM GUIDE

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Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

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Gratitude is also expressed to the Texas Education Agency, Education Service Center--Region 20, and the Career Education Project Staff.

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Foreword

The staff of the Harlandale Career Education Center is in the process of developing curriculum guides integrating state curriculum concepts with career education concepts. These guides embrace the philosophy that the purpose of public school education is to prepare the student to enter gainfully into the field of work or to prepare him to further his career training by entering college or seeking other training beyond high school.

The composition of this guide was influenced by the following factors: (1) the need to teach curriculum concepts required by the state, as set out in Bulletin 615; (2) the need to have a guide which could easily be adapted to the quarter system; (3) the need for inclusion of career education concepts and materials into this guide, without disruption of instruction in basic academic concepts; (4) the need to write the guide in terms of student performance objectives; and (5) the need to build transportability into the guide so that it is easily adaptable to the needs and resources of other school systems.

It is reasonable to believe that individual teachers will find necessary the modification of this guide to their own classroom needs. Some will find the performance objectives too demanding as written; others may find their students unchallenged by the same objectives. Within the limits of the prevailing length of term within a school district, the instructor may choose to shift concepts from stated positions. Concepts may be taught repeatedly. This guide is intended to be a means for more fully educating the child and should not be considered an inflexible pedagogical instrument.

Philosophy

Viewed from the standpoint of career education, the language arts program is an essential part of the "equipment" the student acquires as he becomes aware of the many kinds of careers, selects one to his liking, and finally leaves school to pursue it for the better part of his life. While preparing himself he must learn to speak, listen, write and read in a satisfactory manner; regardless of the vocation he chooses, he must communicate. Should he prepare himself for one of the more specialized careers, he may find that he needs to know how to write seemingly endless reports, edit someone else's writing, make public speeches, take notes and form them into news stories, articles, or creative writing, possibly teach school, or even do a combination of several of these activities plus others.

The function of his teacher is to lead him to think clearly, write correctly and speak properly. By guiding students through the reading and in-depth study of poetry and prose, the teacher aims at educating young minds in logical thinking. In pointing out the organization of an essay, for example, he helps students trace an idea from thesis statement through full development to conclusion. He continues to lead the young down the path of logic repeatedly until they are able to find their way by themselves.

During the long, often frustrating struggle involved in teaching students to think, the teacher must also instruct them in the use of tools by which to express their thoughts in spoken or written form. Grammar, mechanics and usage are consequently introduced. Like most tools, they are to be picked up and used when needed. It is hoped that proficiency in using them will also help students to speak and write effectively.

Instruction in effective expression in spoken and written English should not interfere with a student's natural feelings and leanings toward the language, customs, and culture of the contributing ethnic group in which he had his origin. Though the United States of America is a blend of many cultures, its national language is English; English is therefore taught as the leading national means of communication. Students who can use a second language correctly should be looked upon as more richly endowed educationally and perhaps capable of wider service to their community.

As he instructs these future leaders and followers who will hold many-faceted careers in community life, the English teacher thus attempts to build upon the sturdy framework of reading, writing, and speaking and listening. He attempts to instruct in reading and listening so that his students may form constructive thoughts of their own; he endeavors to instruct in proper mechanics and usage so that they may speak and write those thoughts correctly. He may even suggest that a few of his students may move, like Carl Sandburg, from such jobs as milkman, barber-shop porter, dishwasher, truck driver, scene shifter, farmhand, and carpenter's assistant to the lofty position of well-loved national

poet. Many a dream has grown from the source of a so-called "lowly" job. And what are dreams for, if not for fulfillment?

Miss Mary Daunoy
Secondary Consultant
Harlandale Independent School District

Use of the Guide

This manual uses state concepts for eighth grade English as outlined in the Texas Education Agency Bulletin 615 for instruction. As schedules permit, teachers are urged to study this English guide so that we may benefit from their professional evaluations.

The performance objective mode is used for instruction and implies the necessary evaluation criteria. Each teacher must allow for student differences by selecting performance objectives and modifying levels of acceptable achievement according to the needs of individual students or groups of students.

Career education is included as an extension of the basic curriculum concept. Career concept performance objectives are employed to strengthen fundamental career concepts which are related to the stated curriculum concepts. These career performance objectives may build onto curriculum performance objectives. We cannot overemphasize that career education is an integral--not a separate--part of the curriculum; instruction in the basic curricular concepts of English remains the primary duty of the English teacher.

A column of suggested teaching methods has been included to aid new teachers or to offer new or novel approaches to experienced instructors.

All audio visual media listed in the "Materials" column, unless otherwise specifically labeled, are from the Harlandale Independent School District Audio Visual

Department. Teachers will wish to preview all audio visual listings to ascertain before class presentation their applicability to a particular instructional situation. The list of films and records is brief, and it is recommended that the teacher study the catalog prepared by the local audio visual center as well as those compilations of the Education Service Center, Region 20, and the Main Branch of the San Antonio Public Library for other useful materials.

"Appendix A" contains selected condensed job descriptions from the Occupational Outlook Handbook (a publication of the United States Department of Labor) and other sources; teachers may wish to use these summaries for handy reference when dealing with careers which may be covered in the teaching of this course. One volume of the Occupational Outlook Handbook has been placed in each middle school for use by students and teachers. More than 800 jobs are covered in depth by this volume.

"Appendix B" lists over 100 books about careers; these publications have been placed in each of the middle school libraries. These brief, informative works should prove interesting and valuable to students wishing to read further into their career interests. The Open Door books published by Childrens Press offer a very simple text for the student reading below eighth grade level. The career manuals published by the Universal Publishing and Distributing Corporation explore individual careers at greater depth for the more able reader.

Other materials which may be used to advantage in conjunction with this guide are

Job Clusters, a booklet prepared by the counseling component of the Career Education Center, and a comprehensive listing of resource personnel prepared by the Community Involvement Coordinator.

This guide must be revised, updated, and improved after actual use in the classroom. The teacher's comments, including names of books and other materials, and other constructive criticism will be of vast help in this task. All guides are to be turned in at the end of the school year so that these suggestions may be studied.

The credit for success of this guide will be due to the classroom teacher for the willingness to try the new approach, for the ability to adapt the guide to individual needs, and for an understanding that career education must be assigned a role in today's education to prepare the student for the demanding world of work.

Guide to Curriculum Concepts and Textbook Page References

All references below refer to _Adventures for Readers, Book Two_ and _Our Language Today 8_, which are both currently in use in the Harlandale Independent School District. Page numbers are not listed for _Our Language Today 8_ since this text's table of contents and index clearly indicate appropriate material. Page numbers and selections from _Adventures for Readers, Book Two_ are offered as possible sources for teachers with this literature text in hand, and these suggested references should be narrowed, broadened, supplemented with or supplanted by other materials to meet the needs of individual classes and students. The concepts listed below should not be considered as a complete recording of concepts covered in this guide, since one fundamental is generally tied to a number of other basic learning foundations.

Guide page number	Concept	Reference
2	Library research skills.	_Our Language Today 8_
	Writing single sentence answers	"
4	Etymology	"
	Use of unabridged dictionary	"
	Oral presentation.	"
	Syllabication.	"
6	Parts of speech	"
8	Differentiating between main and subordinate ideas.	_Adventures for Readers, Book Two_ "As the Night the Day," pp. 144-156

Guide page number	Concept	Reference
8	Narrative paragraph	*Our Language Today 8*
10	Subjects and predicates	"
	Sentence elements.	"
	Narrative paragraph	"
12	Sentence patterns	"
	Narrative paragraph	"
14	Elements of the short story	*Adventures for Readers, Book Two* "The Legend of Sleepy Hollow," pp. 25[illegible]-282 "The Red-headed League," pp. 301-319 "The Apprentice," pp. 320-328
	Paragraph using the technique of enumeration.	*Our Language Today 8*
16	Recognizing topic and sentence outlines . . .	*Adventures for Readers, Book Two* p. 620
	Writing summary sentences	*Adventures for Readers, Book Two*, p. 422
	Writing correct sentence outline	*Adventures for Readers, Book Two* "The Adventures of Aeneas," pp. 5[illegible]-583 "Julius Caesar," pp. 610-620 "The Heart of the City," pp. 631-638
18	Noun functions	*Adventures for Readers, Book Two*, pp. 78, 100 *Our Language Today 8*
20	Prepositional phrases	*Adventures for Readers, Book Two*, p. 117 *Our Language Today 8*

Guide page number	Concept	Reference
22	Sentence expansion using modification and coordination	Our Language Today 8 Adventures for Readers, Book Two "Sir Gawain," pp. 26-31
	Use of commas with elements of expansion. .	Our Language Today 8
	Narrative paragraph	"
24	Sentence expansion	Adventures for Readers, Book Two, pp. 78, 100 Our Language Today 8
	Adjectives	"
	Adverbs	"
	Comma usage with series and coordinating elements	"
26	Understanding connotation and denotation. .	Adventures for Readers, Book Two pp. 175, 448, 453, 553
	Vocabulary building	Adventures for Readers, Book Two pp. 78, 400, 106, 131, 154, 201, 248, 630, 117, 131, 143, 154, 422
28	Figurative language	Adventures for Readers, Book Two pp. 466, 207, 389
	Literal language.	"
	Inferences.	"
30	Simple verb tenses	Our Language Today 8
	Past and past participle forms.	"

Guide page number	Concept	Reference
30	Regular and irregular verbs	*Our Language Today 8*
32	Sentence transformations	"
	Questions	"
	Negative statements	"
	Active and passive voice	"
	Composition using active and passive voice	"
34	Survey of different types of paragraphs	"
36	Forming plurals	"
38	Capitalization	"
40	Business letter	"
42	Composition of character sketch based on reading	*Adventures for Readers, Book Two* "Lou Gehrig's Epic of Courage," pp. 87-97
	Composition of character sketch based on personal observation	*Adventures for Readers, Book Two* "The Apprentice," pp. 320-328
44	Terminology of drama	*Adventures for Readers, Book Two* "The Sire de Maletroit's Door," pp. 333-358 "The Happy Journey to Trenton and Camden," pp. 351-380
	Oral interpretation of drama	
	Summary of a play	
	Creative writing of drama	

Guide page number	Concept	Reference
48	Use of apostrophe with nouns and indefinite pronouns	Our Language Today 8
	Use of apostrophe to make plurals	"
50	Composition of dialogue	Adventures for Readers, Book Two, p. 380 Our Language Today 8
	Use of underlining	Our Language Today 8
52	Composition using supporting statements	Adventures for Readers, Book Two "The Man Without a Country," pp. 187-201 Our Language Today 8
	Predicting outcomes through study of character	Adventures for Readers, Book Two "Salt-Water Tea," pp. 159-170
	Friendly letter	Our Language Today 8
54	Figures of speech	Adventures for Readers, Book Two "Mary White," pp. 385-389 "The Daffodils," p. 454 "The River Is a Piece of Sky," p. 451 "The Raven," pp. 444-448
	Simile	
	Metaphor	
	Personification	
	Onomatopoeia	
56	Oral interpretation of poetry	
	Using author's word stimuli	

Guide page number	Concept	Reference
58	Paraphrasing of poetry. . . . . Oral interpretation of poetry	*Adventures for Readers, Book Two* "High Flight," p. 458 "We Never Knew How High," p. 98 "Lochinvar," pp. 441-443 "A Father's Advice to His Son," p. 550 "The Lonely Street," p. 452 "Anthony Speaks of Brutus," p. 624
60	Composition of more than one paragraph.	*Our Language Today 8*
	Use of comma with transitional words. . and phrases	"
62	Parts of a newspaper.	Local newspaper
	Oral presentation	"
64	Differentiating rate of reading . . . . according to purpose Vocabulary study.	*Adventures for Readers, Book Two* "The Ransom of Red Chief," pp. 283-292 "Incandescent Genius," pp. 235-248
	Composition using supporting statements	*Our Language Today 8*
66	Using standard library references . . .	Library resoures *Our Language Today 8*
	Outlining	"
68	Study of the folk tale	*Adventures for Readers, Book Two*
	Writing a folk tale	"
	Oral presentation	"

Guide page number	Concept	Reference
70	Differentiating between levels of usage . . .	Adventures for Readers, Book Two "Weep No More, My Lady," pp. 118-131
72	Identifying substandard usages . . .	Our Language Today 8
74	Literature as a reflection of its region and culture . . .	Library resources
	Composition using the technique of contrast . .	Our Language Today 8
	Study of the events of the Trojan War .	Adventures for Readers, Book Two "The Wooden Horse," pp. 577-581
	Characters of mythology	Library resources
	Interpretation of maps	Guide, "Appendix D"
76	Reading diagrams, graphs, and statistical illustrations	Guide, "Appendix D"
78	Description using precise adjectives. .	Our Language Today 8
80	Oral composition describing a specific process.	"
82	Paragraphing.	"

Course Requirements for English Language Arts

Grade 8

Taken from Bulletin 560 (revised) 615, Texas Education Agency

Introduction

The English program, grades 7-12 in all schools, provides an instructional progression, each course building upon knowledge and skills attained in earlier grades. In addition, speech, drama, and journalism courses are offered as elective in the secondary program.

Certain instructional elements are common to all grades of the six-grade sequence. These elements are reading of exposition and literature; listening to both exposition and literature; composition, oral and written, expository and creative; and grammar, usage, and mechanics.

Instruction in any one of these elements is carefully related to instruction in other phases, rather than given in segments widely separated in time. Each principle or skill taught is applied to various phases to reinforce the total learning process.

Reading and Literature

In each English course description, skills in reading exposition are differentiated from skills in reading literature. This differentiation is made (1) to point up the need for inclusion of reading materials other than literary selections; (2) to suggest that,

in moving gradually to a more completely coordinated program, some schools may concentrate study of literature in one semester (the second is suggested) and will include additional readings in the first semester.

Expository selections may serve for instruction in such reading skills as determining main ideas, and recognizing coordination; and for instruction in composition by providing a written model and by stimulating ideas. Literary selections may serve for instruction in reading skills peculiar to generalizing about author's meaning, ideas, and achieved effects. Literary selections also provide the subject matter for expository composition and stimulate creative composition.

Reading courses, corrective or developmental, apart from the regular English courses, may be organized. Reading activities in such courses should be planned to reinforce and complement, not duplicate, instruction in the regular program.

Listening

Listening is one of the processes by which students receive and test ideas. Many opportunities are provided in the classroom for directing the development of skills in listening, especially as the reciprocal processes of reading aloud and speaking are proceeding. Instruction in receiving and discriminating ideas from mass media both in and out of school is a part of the responsibility of the English language arts teacher. This responsibility includes teaching reasoning, inductive and deductive; the pitfalls of reasoning; and the devices of propaganda.

Skills of listening are not described separately in the course descriptions since they are similar to those of reading and composition. For example, the reading skill of following a story line, found in the literature sequence, has its counterpart in listening for the story line. Similarly, the writing skill of communicating effectively, found in the composition sequence, has its counterpart in listening for emphasis as a student reads aloud what he has written.

<u>Composition</u>

Composition, oral and written, continues through each course. The balance between speaking and writing is determined by pupil needs, but in the six-year sequence, the proportion of written work gradually increases. When students have command of oral language and and their own ideas, written composition is engaged in as often as possible. Composition assignments generally arise from what the individual or the group has read and talked about. Some composition is creative (imaginative or emotional), especially if the student is interested in expressing himself in literary forms; most composition is expository (informational, factual, critical, analytical). The central purpose of composition is communication of the student's ideas to a listener or reader.

<u>Grammar</u>, <u>Usage</u>, <u>and</u> <u>Mechanics</u>

<u>Grammar</u> is the study of form and structure of sentences. <u>Usage</u> has to do with language practice, spoken, and written. Conventions in spelling, punctuation, and capitalization are referred to in the course description as mechanics. These three elements are

taught directly and incidentally, sequentially and individually. Drill and practice arise out of student error. Diagnostic tests of knowledge and performance in writing and speaking are used to determine the need for and nature of the instruction.

English Language Arts — Grade 8

The English language arts in grade 8 is a segment in the cumulative and sequential twelve-grade program planned by the local school. Elements are reading, including the reading of literature; composition; oral and written grammar, mechanics, and usage.

Curriculum adjustments are made for individuals and groups (1) for corrective instruction as needed, and (2) for enrichment and acceleration.

Reading

Reading textbooks (basal and supplementary) and literature anthologies, provided through State adoption, are directed toward the development of reading skills. Other sources used in instruction are reference and library books, collections of essays, textbooks in content areas, and expendable reading matter (magazines, newspapers).

Reading skills of all pupils are appraised and instruction provided at the reading levels needed. By grade 8, many pupils should be using advanced word attack skills, including context and word form clues, and phonetic and structural analysis; instruction is provided in word recognition if advanced techniques have not been acquired.

Comprehension skills for which instruction is planned in grade 8 include the following: use of transitions to indicate relationships within and between paragraphs; finding

the main idea and properly subordinating related ideas; interpreting ideas implied but not directly stated; recognizing the more subtle forms of propaganda; recognizing author's point of view or purpose; differentiating rate of reading according to purpose.

A program for vocabulary development, including words needed in the student's writing and speaking, should be a part of instruction, not only in the English language arts but in other subject matter areas. Particularly in the English classroom, vocabulary study should arise from what the student reads and hears. Instruction includes use of advanced dictionaries and context clues for determining word meaning, and study of interesting word origins and histories.

In the area of study skills, the student is learning to make a systematic step-by-step attack on study-reading; learning to read and follow directions calling for sub-steps; acquiring some proficiency in using the card catalog and standard library references; beginning to read diagrams, graphs, and statistical illustration; and using the parts of a book as aids to study.

Some attention is given to development of oral interpretation skills; using phrasing, cadence, and stress to reflect meaning, mood, and tone.

<u>Literature</u>

The literature program, all grades, has a primary purpose, to develop the skills necessary to read literature. A corollary is the development of appreciations and attitudes toward literature which will extend from the student's school reading to his personal or individual reading now and as an adult. State adopted anthologies, readers,

and the school library provide major sources from which selections are made. Other resources are the public library, magazines, recordings, paper backs, films, television, and theater.

At grade 8, students continue the reading of literature; selections should be on a somewhat more mature level than in previous grades. Instruction leads to further refinement of skills including following a story line through a book although chronological presentation is broken by flashbacks; using author's clues of character and motivation in predicting outcomes; using the author's word stimuli as controls to visualization and imagination; using the author's text in judging characters; generalizing on story's meaning using personal experience; responding to figurative language; continuing to see literature as a reflection of its region and culture.

A variety of literary types is included in grade 8, usually arranged according to themes of interest or concern to adolescents.

<u>Composition</u>

Composition, oral and written, is continuous in the program. Instruction necessary to effective communication, including spelling, capitalization, punctuation, manuscript form, handwriting, usage, and grammar, is carefully coordinated with reading, writing, speaking, and listening activities.

Oral and written communication are given about equal stress in grade 8. Exposition, especially such logical development orders as enumeration, illustration, cause and effect, comparison and contrast, receives increasing emphasis, although description is begun and

personal narration continues. Writing and speaking, based upon carefully organized notes or outline, are included regularly throughout the year. Interested students are encouraged to write imaginative or emotional (creative) prose and poetry.

In composition, instruction is planned to increase the student's word power, his use of words for connotative as well as denotative meaning, for creation of mood and tone, for more exact thought. He controls and orders his words into sentences in order to convey more complex thought relationships.

His paragraphs show planning and organization of ideas. He uses simple transitional devices within and between paragraphs. He stays with the writing job through re-writing and proof-reading, using handbooks, dictionaries, and other references for assistance.

Grammar

Instruction in grammar at grade 8 is planned to review briefly those concepts introduced in grade 7 and to proceed inductively and functionally with concepts beyond those which students understand. Because concept understanding should be carefully coordinated with writing experiences. Grammatical terms listed in the course description for grade 7 are frequently divided between grade 7 and grade 8.

Mechanics

Instruction in mechanics at grade 8 includes forms for business letters; capitalization needed in written assignments; and punctuation, particularly of transitional devices and subordinated phrases to which attention is being given in composition and grammar.

Spelling instruction is not limited to a basic word list, but includes words needed

by the individual in his own writing and in his subject matter courses. Spelling improvement is coordinated with vocabulary development and with reading, composition, and corrective handwriting instruction.

<u>Usage</u>

Instruction in usage at grade 8 leads to the pupil's ability to differentiate levels of usage, identify illiteracies as incorrect, and identify some usages as inappropriate in standard speech and informal writing. Usage errors habitually made by pupils are singled out for constant attention in all oral and written work. The school faculty should study language habits of students and determine a grade placement where specific usage items are to be attacked.

Eighth Grade English

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
READING AND COMPREHENSION SKILLS •Library research skills	The student is able to perform the following activities: 1. Indicate a working knowledge of the library resources by participating in a class discussion naming at least ten of the sources of information found in the school library. 2. Given a list of subjects including named individuals, geographic places, word etymologies, current events, historical events, and word synonyms, relate each to at least one reference work which would provide information about that subject.	<u>Career Concept</u> Library research helps one make career choices. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. List three library resources which contain material which he can relate to a career which he finds interesting.
COMPOSITION •Writing single sentence answers	3. Using library resources, particularly encyclopedias, write single complete-sentence answers to at least five questions provided by the teacher.	

8th Grade English

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts and Career Concepts 1. Take the class through the library, pointing out the various references to be discussed in class. Prepare in advance a list of references which you will see on this visit. 2. In class discussion, cover all references which would provide the information needed, and then let the student, through his research in the library, complete the assignment. 3. Stress avoidance of plagiarism. Some questions requiring simple answers which you may wish to use are these: a. What and when is Bastille Day? b. What was the Battle of Navarino? c. How was Mother's Day started? d. Who won the Nobel Prize for literature in 1960? e. Who was the creator of the Nobel Prize? f. What is holography?	Curriculum 1. Textbook materials 2. Harlandale ISD AV Dept. Dictionary and Other Reference Books Introduction to the Library Selected General Reference Sources I (Above are all filmstrips) Career 1. Occupational Outlook Handbook 2. SRA Occupational Briefs	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
READING AND COMPREHENSION SKILLS	The student is able to perform the following activities:	**Career Concept** Career vocabulary acquisition nurtures growth of a career information background.
•Etymology	1. Given a list of 20 words, use the dictionary to determine the country or language from which at least 15 of the words are derived.	**Career Performance Objectives** The student is able to perform the following activities:
•Use of unabridged dictionary	2. Given a list of ten words, use the unabridged dictionary to find the detailed etymologies of five.	1. Using the dictionary, list and define at least five words which would be closely associated with a career of interest.
•Oral presentation	3. Read to the class the etymology of one of the words from Performance Objective 2 above.	2. Spell correctly at least 20 of 25 words selected by the teacher from the lists compiled in Career Performance Objective 1 above.
•Syllabication	4. Given 30 words, correctly divide them into syllables with the use of a dictionary.	

8th Grade English

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. & 2. Explain that abbreviations are used to identify originating language. Help students find the section of the dictionary which identifies all of the abbreviations which it uses. 3. An interesting word history, such as that showing the relationship of <u>grammar</u> to <u>glamor</u>, may help develop student interest. Permit the students to make casual reports with little emphasis other than on the reporting of facts. <u>For Teaching Career Concepts</u> 1. & 2. Students should be reminded or told of the existence of many specialized dictionaries in such fields as medicine, law, electronics, and building trades.	<u>Curriculum</u> 1. Textbook materials 2. Harlandale ISD AV Dept. <u>Your Dictionary and How to Use It</u> (set of 6) <u>Words: Their Origin, Use and Spelling</u> (set of 6) (Above are filmstrips) 3. Education Service Center <u>Improve Your Vocabulary</u> (16mm, color, 11 min.) <u>Career</u> 1. Classroom or specialized dictionaries	

8th Grade English

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LANGUAGE SKILLS •Parts of speech	The student is able to perform the following activities: 1. List and define each of the eight parts of speech. 2. Identify from selected readings or teacher-prepared exercises at least two examples of each part of speech. 3. Write a minimum of at least five sentences in which he uses and identifies at least one example of each of the parts of speech.	<u>Career Concept</u>

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. This should be a review. Perhaps a formal listing and definition would be helpful. 2. The Reader's Digest or the literature text should be good places to start. 3. Encourage imaginative and original sentences.	Curriculum 1. Textbook materials	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
READING AND COMPREHENSION SKILLS •Differentiating between main and subordinate ideas COMPOSITION •Narrative paragraph	The student is able to perform the following activities: 1. Given a topic and a list of 20 facts, differentiate between relevant and irrelevant facts. 2. Given five related events, rearrange these events into proper sequence and rewrite in proper paragraph form. 3. Write a five- or six-sentence narrative paragraph with a topic sentence as the beginning sentence.	<u>Career Concept</u> One must use valid criteria in making a career selection. <u>Career Performance Objectives</u> The student is able to perform the following activities: 1. List five steps, in correct sequence, involved in a task related to a career of interest. 2. Given ten facts, five of which are relevant to sensible career choice and five of which are less relevant, differentiate between the two groups.

8th Grade English

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. Facts may be related to preparing for a test, using a library, or some other subject of your choice. 2. These events may be based on the relevant events listed in the teaching method immediately above. 3. Emphasize the use of a topic sentence as the beginning sentence. <u>For Teaching Career Concepts</u> 1. Have the student choose the steps and present them as he thinks they would logically occur. Correct only those that are glaringly wrong. 2. A suggested list might include the following: a. his parents' concept of his future, b. his friends' plans, c. his own mental talents, d. his favorite pastimes, e. his successful uncle's career, f. his own feelings toward school and education, g. his own feelings about travel, h. his attitude toward working with others, i. a "big money" advertisement in a magazine, j. his physical abilities, and k. the specialty of the least expensive college he can find.	<u>Curriculum</u> 1. Textbook materials	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LANGUAGE SKILLS •Subjects and predicates	The student is able to perform the following activities: 1. Identify in oral discussion, to the teacher's satisfaction, the simple subject and verb found in selected readings. 2. Identify with 90 per cent accuracy complete subjects and predicates in 20 sentences selected or prepared by the teacher.	Career Concept The ability to read and write is extremely important to today's job seeker. Career Performance Objectives: The student is able to perform the following activities: 1. Identify the underlined sentence elements in the following, or similar, sentences: a. All work has dignity. b. All work is honorable. c. People work for many different reasons. d. One requirement for most jobs is literacy. 2. Participate in a discussion of the importance of reading and writing ability to a young person hunting a job today.
•Sentence elements	3. Given 20 sentences by the teacher, identify with 80 per cent accuracy the following sentence elements: predicate noun, predicate adjective, direct object, adjective, adverb, prepositional phrase, indirect object, and appositive.	
COMPOSITION •Narrative paragraph	4. Use and identify in sentences of his own composition at least one example of each of the sentence elements named in Performance Objective 3 above. 5. Complete with 80 per cent accuracy textbook or other prepared exercises on sentence elements.	

8th Grade English

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1.- 3. Identify, by listing on the board along with definitions, the sentence elements. Chalkboard drill may help students select sentence elements and subjects and predicates. 4. & 5. Students may find working in groups helpful. Each group may compose a paragraph which you may wish to reproduce for all students to see. These could be used as the basis for a test over sentence elements. For Teaching Career Concepts 1. Use this opportunity to stress again some basic work concepts, such as the dignity of all work. 2. When you ask the students to name jobs in which reading and writing are not important, your request may emphasize the fact that these abilities are necessary to most endeavors.	Curriculum 1. Textbook materials 2. Harlandale ISD AV Dept. Sentence Sense Subjects Predicate Power (Above are filmstrips with records) Grammar, Subject and Predicate (filmstrip)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LANGUAGE SKILLS •Sentence patterns COMPOSITION •Narrative paragraph	The student is able to perform the following activities: 1. Identify from simple sentences taken from selected readings at least two of each of the four basic sentence patterns and the two sub-patterns listed below: a. N-V-N (1) N-V-NN (with indirect object) (2) N-V-NN (with objective complement) b. N-V c. N-LV-N d. N-LV-Adj. 2. Write a minimum of six sentences using each basic pattern and each sub-pattern at least once. 3. In a short narrative paragraph which he has written, use and identify at least one example of at least two of the six patterns named above. 4. Complete with 80 per cent accuracy textbook or teacher prepared exercises on sentence patterns.	<u>Career Concept</u> In determining a career choice, much thought must be given to the preparation necessary for that career. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. Write a short narrative paragraph concerning training or education required for a specific career field , using and identifying at least four of the sentence patterns.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. & 2. Explain that these patterns cover all simple sentences. Omit the N-V-NN (with objective complement) if you deem this too difficult for your students. Perhaps students could form teams of three or four to find and record examples of each of these patterns. 3. & 4. Students experiencing difficulty may be arbitrarily assigned N-V-N and N-V patterns. However, all six types may be covered on the various prepared exercises from which they identify patterns. For Teaching Career Concepts 1. Explain and discuss the importance of planning ahead in making career choice. A short paragraph will suffice. Suggest as a reference book the Occupational Outlook Handbook.	Curriculum 1. Textbook materials 2. Harlandale ISD AV Dept. Sentence Pattern Series (set of eight filmstrips with records) Career 1. Occupational Outlook Handbook 2. SRA Occupational Briefs	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS BASIC TO THE READING OF LITERATURE • Elements of the short story COMPOSTION • Paragraph using the technique of enumeration	The student is able to perform the following activities: 1. Name and identify in his own words the four parts of a short story: setting, conflict, characters, and theme. 2. Read a short story selected by the teacher, and contribute to a class discussion of the elements of the short story as found in this selection. 3. Using the technique of enumeration, write a short paragraph bringing out three reasons why he liked or disliked an assigned reading.	<u>Career Concept</u> The need to face and resolve conflicts in all jobs must be understood. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. Participate in a discussion of personal conflicts which will probably be encountered in the world of work.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. & 2. Discuss these terms fully before the student tries to rename them. A selection such as "The Legend of Sleepy Hollow" can be used as a model to find the elements. Conflict and theme may be extremely difficult for student to understand. 3. Suggest a use of first, second, and finally as transitional words. For Teaching Career Concepts 1. Explain that personal conflicts must be expected and solved in all lines of work. Discuss meanings of tact, diplomacy, and cooperation.	Curriculum 1. Textbook materials 2. Education Service Center #3837 What's in a Story (16 mm, color, 14 min.) Career 1. Education Service Center #4966 Personality Conflicts (16mm, color, 7 min.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
MECHANICS •Recognizing topic and sentence outlines •Writing summary sentences •Writing correct sentence outline	The student is able to perform the following activities: 1. Given examples of both topic and sentence outlines, state in his own words the difference between the two. 2. Write one-sentence summaries of at least ten paragraphs taken from an article selected by the teacher. 3. Prepare a mechanically and logically correct sentence outline of one selected article, using complete sentences and subheads no smaller than those designated by capital letters.	Career Concept In making career choices, a wide variety of jobs should be studied. Career Performance Objectives The student is able to perform the following activity: 1. Using correct sentence outline form, outline one job description of an occupation not previously studied, drawing from the *Occupational Outlook Handbook*, *SRA Occupational Briefs*, or other sources.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Point out that even though the data contained in each outline is the same, the topic outline must not contain any complete sentences. Discuss the importance of consistency in any type of paragraph--that this consistency helps the reader to compare, evaluate, and understand the importance of various outline parts. 2. *The Reader's Digest* is an excellent source of well-written paragraphs which lend themselves well to being summarized. 3. Stress that all details cannot be recorded in an outline which is limited to capital letter subheads. This encourages careful weighing of the value of various facts. For Teaching Career Concepts 1. Explain that correct outlining usually helps one to see the important facts more clearly. Tell the students that they are asked to outline careers not studied previously so that they may broaden their career knowledge.	Curriculum 1. Textbook materials 2. Harlandale ISD AV Dept. *Outline Power* (filmstrip with record) Career 1. *Occupational Outlook Handbook* 2. SRA *Occupational Briefs*	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LANGUAGE SKILLS •Noun functions •Object of preposition •Possessive modifier •Noun adjunct	**The student is able to perform the following activities:** 1. Identify with 80 per cent accuracy in textbook or prepared exercises the following noun functions: object of a preposition, possessive modifier, and noun adjunct. 2. Compose five sentences illustrating each of the four noun functions named above.	<u>Career</u> <u>Concept</u>

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. & 2. Review the three noun functions. Review the questions which an adjective answers: which one? what kind? how many? Point out that possessive modifiers always tell which one. Review the concept that one word may have many meanings and be used as various parts of speech. Some examples which you may wish to use may be based on the word gun: "gun the engine," "shoot a gun," and "a gun belt." The word set, for example, may have as many as 74 different definitions, and be used as a verb, adjective, and adverb. This may be a good stepping stone leading into a discussion of the changing quality of English language, its colorful but often complex flexibility, and the value of developing the type of vocabulary that permits one to choose the precise words to convey a thought.	Curriculum 1. Textbook materials and dictionaries	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LANGUAGE SKILLS •Prepositional phrases	The student is able to perform the following activities: 1. Identify from individual readings at least ten prepositional phrases used as adjectives and ten prepositional phrases used as adverbs. 2. Use at least five adjectival prepositional phrases and five adverbial prepositional phrases in a narrative paragraph. 3. Complete with 80 per cent accuracy textbook or teacher prepared exercises on identification and use of prepositional phrases.	<u>Career Concept</u>

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. - 3. Review the structure of the prepositional phrase. Use examples such as "The crow flies (to, by, through, under) the tree." Review uses of adjectives and adverbs. Identifying and/or deleting all prepositional phrases from a selection can show that an impressive amount of writing is made up of prepositional phrases.	Curriculum 1. Textbook materials 2. Harlandale ISD AV Dept. Recognizing Phrases (Filmstrip)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LANGUAGE SKILLS	The student is able to perform the following activities:	<u>Career Concept</u>
•Sentence expansion using modification and coordination	1. Using three basic sentences given by the teacher, use the methods of modification and coordination to expand each basic sentence.	
	2. Participate in a discussion of the methods of expansion and the benefits of sentence expansion in various sentences found in a short story which has been read by the class.	
	3. Using a short story assigned by the teacher as a reference, compose three basic subject-verb patterns making statements about one or more characters, and expand each of these sentences by the processes of modification and coordination.	
•Use of commas with elements of expansion	4. Given at least ten sentences by the teacher, punctuate with 80 per cent accuracy all modifiers and coordinating elements.	
COMPOSITION		
•Narrative paragraph	5. Write a 50- to 75-word narrative paragraph demonstrating sentence expansion techniques by using at least two examples of each method of sentence expansion.	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1.-- 4. Explain that the unmodified sentence provides the backbone of information (skeleton and vital organs) while the modifiers (flesh and skin) make it attractive and more easily usable. You may wish to show by careful use of modifiers how a basic sentence can be charged from a sympathetic tone to an unsympathetic one: "The man stumbled." "The emaciated, weakened, but heroic man stumbled." "The cursing, bitter man stumbled." Using a similar technique, you may illustrate how an author can indicate his feelings and influence the readers by the skillful use of modifiers.	<u>Curriculum</u> 1. Textbook materials 2. Harlandale ISD AV Dept. <u>Modifier Power</u> <u>Variety and Word Order</u> (Both above are film-strips with records)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LANGUAGE SKILLS	The student is able to perform the following activities:	<u>Career Concept</u>
•Sentence expansion •Adjectives	1. Expand given sentences by using two adjectives with each of ten underlined nouns in textbook or other prepared exercises.	
•Adverbs	2. Expand given sentences by using one adverb with five underlined verbs, five underlined adjectives, and five underlined adverbs.	
•Comma usage with series and coordinating elements	3. Given exercises by the teacher, punctuate with 90 per cent accuracy by the use of commas all series and coordinating constructions involving adjectives and adverbs.	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. - 3. Sentences prepared by students may be written on the board. Colorful pictures of objects or objects in action or motion can be used as a stimulus for contribution of adjectives and adverbs. Ambitious students may want to create a picture essay around a theme, listing adjectives and/or adverbs under pictures selected. Some themes might be "young love," "homework," "football," or "pets."	<u>Curriculum</u> 1. Textbook materials 2. Harlandale ISD AV Dept. <u>Modifier Power</u> (filmstrip with record)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
READING AND COMPREHENSION SKILLS • Understanding connotation and denotation • Vocabulary building	The student is able to perform the following activities: 1. Given a word by the teach r, list two connotations which are brought to his mind. 2. Given five words by the teacher, list one denotation (definition) of each, consulting a dictionary. 3. State the meanings of at least ten morphemes such as bene (good), circum (around), mal (bad), trans (across), contra (against), cour (run), dic, dict (say), duc, duct (lead), loquc, locut (speech), mor, mort (death), grat (favor), and vert (turn). 4. List at least two words incorporating each of the morphemes used in Performance Objective 3 above.	Career Concept A wide range of knowledge about existing careers aids job choice. Career Performance Objectives The student is able to perform the following activities: 1. List at least one job or job-related word connected with each of the following morphemes: a. dict (dictaphone, dictation--secretary) b. mort (mortician, mortgage-loan officer) c. bene (beneficiary--insurance agent) d. duct (deduct, deduce--accountant) 2. Discuss the career to which each job-related word named in Career Performance Objective 1 above is connected.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Through student oral answers, show how connotations differ of such words as sweet, nice, square, father, school, and future. 2. Students may benefit from writing sentences using the words correctly. 3. & 4. Using such words as benediction, malediction, circumlocution, and contradict, show that knowing meanings of morphemes can help one to understand the meanings of words.	Curriculum 1. Textbook materials 2. Harlandale ISD AV Dept. Word Study Series (set of six filmstrips)	
For Teaching Career Concepts 1. & 2. Use the "Selected Job Descriptions" appendix, Occupational Outlook Handbook, and SRA Occupational Briefs as a guide to class discussion.	Career 1. Occupational Outlook Handbook 2. Education Service Center The Secretary--A Normal Day (16mm, color, 11 min.) The Story of a Check (16mm, color, 13 min.) 3. SRA Occupational Briefs #300 Legal Secretary #19 Secretary and Stenographer #46 Bank Officer #238 Insurance Adjuster #118 Insurance Agent #61 Accountant #387 Certified Public Accountant	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
READING AND COMPREHENSION SKILLS •Figurative language •Literal language •Inferences	The student is able to perform the following activities: 1. List at least three examples of figurative language heard in contemporary speech. 2. Define in his own words the term "literal language." 3. Find two examples of inference in selected readings.	<u>Career Concept</u> Specialized vocabularies are used in many types of work. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. List at least two specialized or slang words peculiar to a particular career.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. -- 3. Define in everyday terms literal and figurative language. Point out from readings and experience some figurative sayings, current and of past generations, which can not be interpreted literally (and still make sense), such as "hit the road," "up against the wall," "rat race," "getting it all together," "into 'something,'" and "heavy." For Teaching Career Concepts 1. Point out that career slang, or specialized terminology, is not as changeable as conversation slang, but serves to facilitate some tasks, as well as to give the work the dignity of its own vocabulary. Some examples are roughneck (oil field worker), writ of habeas corpus (legal), D & D (drunk and disorderly, police), and to mike it (mechanics). Hopefully, students can provide many examples from other areas.	Curriculum 1. Textbook materials 2. Education Service Center #4178 The English Language--How It Changes (16mm, color, 11 min.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LANGUAGE SKILLS •Simple verb tenses	The student is able to perform the following activities: 1. Given 20 sentences by the teacher, identify with 80 per cent accuracy the simple tenses (present, past, or future) of each verb.	<u>Career Concept</u> Correct English usage is important in some, but not all, occupations. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. Participate in a discussion of careers in which precise use of verb forms and grammar would be necessary.
•Past and past participle forms	2. Given 20 sentences by the teacher, determine with 80 per cent accuracy whether the past or past participle form of the verb should be used.	
•Regular and irregular verbs	3. Given a list of 50 commonly used irregular verbs in the first person singular form, supply with 90 per cent accuracy the past and past participle forms. 4. Complete with 80 per cent accuracy teacher-prepared or textbook exercises on the information covered in performance objectives 1, 2, and 3 above.	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Equate present with now, past with yesterday, and future with tomorrow. 2. Establish the idea by using some examples which are obviously incorrect that a past form can not be used with a helping verb and that a past participle must be used with a helping verb. 3. Discuss the role of the dictionary in determining whether a verb is regular or irregular. Point out that most irregular verb forms must be memorized, since no pattern is followed. For Teaching Career Concepts 1. Some careers which might be discussed are law, radio announcing, secretarial work, advertising copy writing, and sales. Rely on the students' ingenuity to continue the discussion with names of other careers.	Curriculum 1. Textbook materials 2. Harlandale ISD AV Dept. Grammar--Verbs and the Way We Use Them (16mm, B/W, 11 min.) 3. Education Service Center #4608 Verbs--Recognizing and Using Them (16mm, color, 11 min.) Career 1. Occupational Outlook Handbook	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LANGUAGE SKILLS • Sentence transformation • Questions • Negative statements • Active and passive voice COMPOSITION • Comparison of effects of active and passive voice	The student is able to perform the following activities: 1. Using the basic sentence pattern "Bill has gone," employ at least three methods of transformation to change the sentence to a question. 2. Using the basic sentence "Bill has gone," employ at least three methods of transformation to make the basic declarative sentence negative. 3. Transform five N-V-N (subject-verb-direct object) sentences given by the teacher from active voice into passive voice. 4. Compare the effects of active voice and passive voice by doing the following: a. Write a paragraph of approximately 50 words using only active voice or active subjects. b. Rewrite the paragraph changing each active voice into a passive voice construction. c. Determine the different impact which each paragraph has upon the reader.	<u>Career Concept</u> Jobs requiring report writing may require different types of emphases. <u>Career Performance Objectives</u> The student is able to perform the following activities: 1. List one reason why a veterinarian would probably write a report using passive voice. 2. List one profession in which the active voice construction would probably be used in making reports.

<table>
<tr><th>Suggested Teaching Methods for Curriculum and Career Concepts</th><th>Materials</th><th>Teacher's Comments</th></tr>
<tr><td>For Teaching Curriculum Concepts

1. Students may list "Has Bill Gone?" "Where has Bill Gone?" "Will Bill go?" and "Did Bill go?"

2. Examples may be "Bill did not go," "Bill won't go," "Bill has not gone," and "Bill is not going."

3. Show that a passive voice construction must be composed of a form of the verb "to be" plus a past participle.

4. Discuss the results, which should reflect that the active voice emphasizes the action while the passive voice highlights the effect.

For Teaching Career Concepts

1. The discussion should point out that the veterinarian would be interested in the effect of the medicines, operations, and therapy upon an animal, rather than the action.

2. A personnel officer may use active voice if he wants to illustrate the behavior or activities of an employee.</td><td>Career

1. Occupational Outlook Handbook

2. SRA Occupational Briefs

#139 Veterinarian
#134 Personnel Workers

3. "Appendix A"</td><td></td></tr>
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Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION • Survey of different types of paragraphs	The student is able to perform the following activities: 1. Given five paragraphs, correctly assign each to one of the following categories: a. sentences about a single sequence of events, b. sentences about the same subject, c. sentences that explain part of the same process, step by step, d. sentences that supply details needed to support a general statement, and e. sentences used to contrast or compare. 2. Using a clearly stated topic sentence at the beginning, write a 50- to 60-word paragraph illustrating category b above.	<u>Career Concept</u> The technique used in applying for a job is very important. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. Using a clearly stated topic sentence, write a 50- to 60-word paragraph discussing the personal conduct of a job hunter when he is being interviewed for a position.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Prepare the student by letting him know that all of these writing assignments will not be required of him at one time, but that he should be aware of the different types of paragraphs. 2. The student may write about something very close, such as his pet, his parent(s), a favorite sport, or a hobby. For Teaching Career Concepts 1. Discuss with students the value of a good first impression and the importance of landing the first job. The paragraph may express his common sense ideas. A class discussion after the papers are written can bring out ideas that were missed on the written paragraphs.	Curriculum 1. Textbook materials 2. Harlandale ISD AV Dept. Building Better Paragraphs (16mm, B/W, 10 min.) 3. Education Service Center #4671 Writing a Good Paragraph (16mm, color, 11 min.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
MECHANICS • Forming plurals	The student is able to perform the following activities: 1. Form plurals of at least 15 nouns ending in s, z, sh, ch, and x. 2. Form plurals of at least eight nouns requiring a change in spelling. 3. State the rule for pluralizing nouns ending in y and apply the rule to at least five nouns given by the teacher. 4. List five nouns which are made plural by changing an f to a v. 5. Form, with at least 90 per cent accuracy, plurals of at least 50 singular nouns supplied by the teacher.	Career Concept Ability to spell correctly is important to some careers. Career Performance Objectives: The student is able to perform the following activity: 1. List at least three careers in which ability to spell correctly would be important.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. - 5. Show that the <u>es</u> ending is primarily to make pronunciation easier. Use various textbook and workbook exercises for examples of words for these exercises. Some examples for (1) may be <u>address</u>, <u>buzz</u>, <u>business</u>, <u>bush</u>, <u>wish</u>, <u>witch</u>, <u>stitch</u>, <u>box</u>, <u>match</u>, <u>fuzz</u>, <u>fez</u>, <u>mass</u>, <u>witness</u>, <u>Jones</u>, and <u>blotch</u>. Some examples for (2) are <u>man</u>, <u>woman</u>, <u>child</u>, <u>datum</u>, <u>cactus</u>, <u>mouse</u>, <u>tooth</u>, <u>goose</u>, and <u>foot</u>. Words applicable to (3) are, to name a few, <u>baby</u>, <u>cry</u>, <u>mystery</u>, <u>valley</u>, <u>turkey</u>, <u>family</u>, <u>fly</u>, and <u>journey</u>. For (4) you may use such words as <u>knife</u>, <u>life</u>, <u>self</u>, <u>half</u>, <u>calf</u>, <u>loaf</u>, and <u>leaf</u>. <u>For Teaching Career Concepts</u> 1. Some careers which may be discussed are those of jeweler, commercial artist, and scriptwriter.	<u>Curriculum</u> 1. Textbook materials <u>Career</u> 1. "Appendix A" 2. <u>Occupational Outlook Handbook</u> 3. <u>SRA Occupational Briefs</u> #200 Jeweler #65 Commercial Artist #399 Scriptwriter	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
MECHANICS •Capitalization	The student is able to perform the following activities: 1. Given a list of rules for capitalization by the teacher, capitalize with 90 per cent accuracy prepared exercises of at least 20 sentences.	<u>Career Concept</u> Some terminology associated with a career must be capitalized. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. List at least ten brand names, properly capitalized, and show one occupation in which each item is used.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. Use a list of capitalization rules which you feel suitable for review of the use of capitals. The exercise which you choose or create should call for at least one use of each capitalization situation covered in the rules.		
<u>For Teaching Career Concepts</u> 1. Point out that brand names, which are often used in various career vocabularies, are always capitalized. The term <u>brand name</u> may require your explanation. You may wish to suggest a few brand names, such as <u>Frigidaire</u>, <u>Ford</u>, <u>Bendix</u>, <u>Prestone</u>, and <u>Corning</u>.	<u>Career</u> 1. Available magazines <u>Popular Mechanics</u> <u>Popular Science</u> <u>American Home</u> Others as deemed applicable 2. Local newspapers	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
MECHANICS •Business letter	The student is able to perform the following activities: 1. List at least three situations requiring business letter form. 2. Name at least one advantage of the inside address on a business letter. 3. Write a correct business letter to place an order, to request information, or to handle other "business."	<u>Career Concept</u> Knowledge of correct business letter form is important to a number of careers. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. List at least three occupations in which knowledge of correct business letter form and content would be necessary.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Review business letter parts and their placement on the page. Some situations requiring business letter form are orders, requests for material, complaints, applications, and resignations. 2. Some advantages named may be filing purposes and a record of the address to which the letter was sent. 3. Insist on a letter which is perfect in form, grammar, and mechanics. Letters could be sent to addresses shown in "Appendix A" or as shown in the Occupational Outlook Handbook as a good way to obtain career information. For Teaching Career Concepts 1. Some careers listed may be those of file clerk, typist, and credit collectors.	Career 1. Education Service Center #2397 The Clerk (16mm, B/W, 27 min.) 2. "Appendix A" 3. Occupational Outlook Handbook 4. SRA Occupational Briefs #328 File Clerk #252 Typist #91 Credit Collector	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS BASIC TO THE READING OF LITERATURE and COMPOSITION •Composition of character sketch based on reading	The student is able to perform the following activities: 1. Write a 50- to 70-word character sketch based on the author's clues in one of a group of selected readings, with at least one statement about his personality, and one about his philosophy of life.	Career Concept Stereotyped images which one has of workers in certain careers are not always correct. Career Performance Objectives The student is able to perform the following activities: 1. Write a 50- to 70-word character sketch of an imaginary person in a selected career field.
•Composition of character sketch based on personal observation.	2. Write a 50- to 70-word character sketch of one of his classmates (or himself), mentioning his personality, his attitude toward school, and his plans for the future.	2. Participate in a discussion of the papers written in Career Performance Objective 1 above, concentrating on pointing out stereotyped characteristics which are not necessarily valid in real life situations.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Discuss with the students that one small identifying characteristic, such as a wart on the nose (Chaucer's Miller), will often suffice to make a character come to life, and thus allow more time for other types of personality development in the writing. The descriptions of the father in Conrad Richter's "Smoke over the Prairie" can help illustrate this point. 2. Urge avoidance of any remarks which could prove embarrassing to the one being portrayed. Perhaps the name of the model should be omitted and either the teacher or the class guess his identity.	Curriculum 1. Textbook materials	
For Teaching Career Concepts 1. & 2. Use this chance to discuss that even though most people in certain occupations have certain qualities in common, such as extroversion in salesmen and physical strength in professional athletes, they are individuals with many varying characteristics. Therefore, the discussion can show that the 100 per cent stereotype picture of many workers is both false and unfair.	Career 1. Occupational Outlook Handbook	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS BASIC TO THE READING OF LITERATURE •Terminology of drama	The student is able to perform the following activities: 1. Demonstrate a basic knowledge of the role of drama in contemporary life by participating in a discussion of dramatic terms introduced by the teacher, memorable television plays or movies, and favorite actors and actresses.	<u>Career Concept</u> People must expect to find not only rewards but also problems in any field of work. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. Participate in an informal, ad lib role-playing situation depicting various workers discussing the rewards and problems encountered in their various jobs.
•Oral interpretation of drama	2. Read with feeling and an understanding of playwright's stage directions a portion of a role in a play selected by the teacher for class reading.	
COMPOSITION •Summary of play	3. Write an informal summary of an assigned play read individually.	
•Creative writing	4. As a member of a group, contribute to the writing of a brief play, which, at the discretion of the teacher and/or students, may be performed in class.	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. A glossary of such terms as setting, act, scene, script, characters, tragedy, comedy, farce, and melodrama should be put into writing and discussed, possibly in reference to an assigned television viewing or a movie which the school or class has recently seen. 2. Preferably this should be from a play read in its entirety in the class. Students, however, should have the opportunity to study their assigned roles before reading aloud in class. 3. Students may work well in groups. The summary should be as short as possible, covering the main characters, giving a brief resume of the plot, and a brief description of the setting. 4. Perhaps each student could help create the role he would like to fill. Wild and extraordinary ideas may serve as bases for plots. (continued)	Curriculum 1. Textbook materials 2. Harlandale ISD AV Dept. What's in a Play (16mm, color, 17 min.) 3. The above available from Education Service Center as #8836	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
	The student is able to perform the following activities:	<u>Career Concept</u>

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Career Concepts (Continuation) 1. This discussion should bring home the idea that jobs do not offer something for nothing. After the skits, review the findings--hopefully, that all jobs present problems which must be met, solved, or lived with before rewards are gained.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
MECHANICS •Use of apostrophe with nouns and indefinite pronouns •Use of apostrophe to make plurals	The student is able to perform the following activities: 1. Given ten nouns and six indefinite pronouns, use with 90 per cent accuracy apostrophes necessary to indicate possession. 2. Given 25 letters, symbols, numerals, and nouns, use with 90 per cent accuracy either apostrophes or spelling changes to make these items plural.	<u>Career Concept</u> The use of digits and symbols has an important role in some professions. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. List at least three careers in which speaking and/or writing using numerals and symbols would be necessary.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Review and list the indefinite pronouns. Explain that a complete word must always be found to the left of the apostrophe. (Ladie's, therefore, would be incorrect.) 2. You and the students may wish to make up illustrative or funny sentences to show this type of pluralization: "The +'s were oddly formed, and the 7's looked like 2's, so C's were given to most of the students." For Teaching Career Concepts 1. Some careers which can be mentioned are those of stock market analyst (securities salesman), bank officer (cashier), architect, and meteorologist.	Curriculum 1. Textbook materials Career 1. "Appendix A" 2. Occupational Outlook Handbook 3. SRA Occupational Briefs #165 Securities Salesman #46 Bank Officer #11 Bank Worker #64 Architect #256 Meteorologist	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION and MECHANICS •Composition of dialogue •Use of quotation marks •Use of underlining	The student is able to perform the following activities: 1. Create a fictional dialogue of at least 100 words demonstrating the following uses of quotation marks: a. in relation to punctuation marks which close the actual quoted words. b. in relation to more than one speaker's words. 2. Given sentences by the teacher, demonstrate by underlining and using quotation marks with 90 per cent correctness an understanding of the correct identification of book length works as distinguished from literary items which are parts of books.	<u>Career Concept</u> Verbal communication between an employee and his employer may be important to advancement. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. Write a fictional dialogue of approximately 100 words between an employer and an employee who is seeking to prove that he deserves a raise.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. This can be used as a student team project, and the finished product could be read to the class. Some topics might be "Conversation Just before Examination" and "A Conversation with a Parent." 2. Remind students that underlining substitutes for italics. Text titles and titles of selections within the textbook are excellent examples for practice. For Teaching Career Concepts 1. Explain that in most jobs, advancement is based on merit. One would have to be able to determine his accomplishments before relating them to his boss.	Curriculum 1. Textbook materials 2. Harlandale ISD AV Dept. Writing Conversations (Filmstrip)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION and LITERATURE SKILLS •Composition using supporting statements •Predicting outcomes through study of character MECHANICS •Friendly letter	The student is able to perform the following activities: 1. Given a broad statement pertaining to one facet of the personality of a character from a selected reading, write a brief paragraph using at least two illustrations or facts to support the given statement. 2. Verbally predict, to the teacher's satisfaction, by analysis of character behavior, one of the possible outcomes or one of the possible choices which could be made by a character in a selected reading. 3. Participate in a class discussion of historical events as being valuable sources for enjoyable reading. 4. Write a friendly letter, employing correct form, to a real or imaginary character from a historical period of the student's choice, discussing some event which did or could have happened during that time.	<u>Career Concept</u> Over a period of time, certain jobs may cease to be while other new jobs are born. <u>Career Performance Objectives</u> The student is able to perform the following activities: 1. List at least two occupations which flourished during some past period of time but which are now in sharp decline or have completely disappeared. 2. List at least two jobs which have come into existence during the past decade.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. - 3. <u>Johnny Tremain</u> (or excerpts therefrom) and "The Man Without a Country" offer fertile reading for this type of assignment. 4. Some incidents which you may wish to suggest are the Boston Tea Party, the Battle of Shiloh, Edison's invention of the electric lamp, or the Battle of the Alamo. Some students may like to prepare notebooks or picture layouts to accompany their writing. This assignment may offer an opportunity to combine an English lesson with a history class.	<u>Curriculum</u> 1. Textbook materials 2. Education Service Center #4141 <u>Developing Reading Maturity--Interpreting Meanings</u> (16mm, color, 11 min.)	
<u>For Teaching Career Concepts</u> 1. Some jobs named may be those of cotton picker, glass blower, wheelwright, cooper (barrel maker), and ice man. 2. New jobs named may be those of astronaut, laser technician, and Wankel (rotary) engine repairman.	<u>Career</u> 1. Education Service Center #8678 <u>The Laser--A Light Fantastic</u> (16mm, color, 21 min.) 2. <u>Occupational Outlook Handbook</u>	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS BASIC TO THE READING OF LITERATURE •Figures of speech •simile •metaphor •personification •onomatopoeia	The student is able to perform the following activities: 1. List at least five similes heard in everyday conversation to show that figures of speech can enrich and color language. 2. Create five similes, five metaphors, five examples of personification, and two onomatopoetic figures of speech. 3. In selected poetry, identify with 100 per cent accuracy at least two examples of each of the four poetic devices listed above.	<u>Career Concept</u>

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1.&2. Students may use their own drawings, take photographs, or clip pictures to illustrate similes and metaphors. You may wish to prepare some overhead transparencies along this line, for both humor and instruction. Some phrases which should lend themselves well to this endeavor are "fat as a pig," "hungry as a bear," and "smart as a fox." 3. Suggest several poems which you know will provide these examples, such as Wordsworth's "The Daffodils" and Ciardi's "The River Is a Piece of the Sky." In addition, you may wish to provide excerpts containing these poetic devices.	<u>Curriculum</u> 1. Textbook materials	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS BASIC TO THE READING OF LITERATURE • Oral interpretation of poetry • Using author's word stimuli	The student is able to perform the following activities: 1. Read aloud at least 30 lines of poetry, using adequate techniques of voice punctuation, tone, and rhythm. 2. Participate in a class discussion of the purpose and meaning of poems assigned by the teacher. 3. Contribute to class discussion of such poetic devices as imagery, setting, mood, and visualization of characters and scenes in the poetry read.	Career Concept Excellent voice control is necessary to some professions. Career Performance Objectives The student is able to perform the following activity: 1. Name at least three professions in which voice control and proper speaking techniques are valuable.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. & 2. A recording of poetry being read will give the students a model to guide their own efforts. Your reading with feeling will also give them pointers. Perhaps students will feel more comfortable if no grade is given. 3. Poe's "The Raven" is excellent. Students can draw a picture of the narrator's study and of the tortured narrator himself.	<u>Curriculum</u> 1. Textbook materials	
<u>For Teaching Career Concepts</u> 1. Some careers named may be air traffic controller, politician, and city manager.	<u>Career</u> 1. "Appendix A" 2. <u>Occupational Outlook Handbook</u> 3. <u>SRA Occupational Briefs</u> #345 Air Traffic Controller #168 Political Workers #96 City Manager	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS BASIC TO THE READING OF LITERATURE	The student is able to perform the following activities:	<u>Career Concept</u>
•Paraphrasing of poetry	1. Paraphrase in not more than three sentences each at least five poems, including those which are narrative, which have been assigned by the teacher.	
•Oral interpretation of poetry	2. Read aloud a poem which he has selected, showing awareness of the poem's meaning or story as well as mood.	
	3. Given a very brief excerpt from Shakespeare, observe the iambic rhythm which the author employed.	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Paraphrase orally one or more poems for your students. Explain and show that a paraphrase is simply a restating in one's own words the poem's meaning or story. 2. If the student paraphrases the poem before he attempts to read it to the class, he will communicate the poem's meaning and tone to the listeners more effectively. 3. Use a recording, or read yourself, a section of a Shakespearean play or sonnet. Demonstrate to the class an exaggerated blank verse rhythm, but explain that when read well, a conversational sound (but an exceedingly smooth and beautiful sound) is achieved. Explain briefly blank verse and the intent and handling of drama in Shakespeare's Elizabethan times. (Blank verse is generally taught in junior and senior English classes. If you choose to use the method as suggested here, perhaps it could simply be a preview and touched upon only very lightly.)		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION and MECHANICS •Composition of more than one paragraph •Use of comma with transitional words and phrases	The student is able to perform the following activities: 1. Write a book report on a fiction book in which he uses three separate paragraphs of approximately 50 words each dealing respectively with the setting, the main characters, and a very brief summary of the plot. A transitional word or phrase is to be used between the first and second and second and third paragraphs, with the correct use of commas to separate the transitional device from the remainder of the text.	<u>Career Concept</u> The biographies and autobiographies of other workers may help us in understanding various careers. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. Write a book report on an autobiography or biography using three separate paragraphs of approximately 50 words each dealing respectively with desires or ambitions of the central character, problems he must face, and the degree of his final success or failure.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts and Career Concepts 1. Establish the importance of good transitional words or phrases, such as of primary importance, in the second place, finally, and to conclude. If students will read their compositions aloud, first with and then without the transitional devices, the value of transition should be heard.	Curriculum 1. Textbook materials 2. Harlandale ISD AV Dept. Giving a Book Report (Filmstrip 2. Education Service Center #4272 How to Read a Book (16mm, color, 11 min.) Career 1. Education Service Center #8245 How to Read Biographies (16mm, color, 14 min.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
READING AND COMPREHENSION •Parts of a newspaper •Oral presentation	The student is able to perform the following activities: 1. Collect and identify one newspaper or magazine clipping illustrating each of the following: human interest item, satire, editorial, "help wanted" advertisement, and propaganda. 2. Read one of the above to the class with his comments as to why he found this item interesting.	<u>Career Concept</u> "Help wanted" advertisements may help one to find a job. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. Select a "help wanted" advertisement which illustrates each of the following: a. a "blind" advertisement b. a "big money" promise c. an employment agency advertisement.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. Spend some time collecting enough newspapers to supply the class. Committees of students may prepare bulletin board displays, or individual students may prepare scrapbooks or notebooks of illustrative newspaper items. <u>For Teaching Career Concepts</u> 1. Explain the three types of advertisements, and find examples of each. Inform students of fees required by employment agencies, and prepare them for the disappointments possible in a "big money" advertisement.	<u>Curriculum and Career</u> 1. Textbook resources 2. Local newspapers	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
READING AND COMPREHENSION • Differentiating rate of reading according to purpose	The student is able to perform the following activities: 1. Experience the need for different rates of reading in varying types of reading materials by reading for pleasure (fiction), reading for fact retention (science and history), and comparing the time spent per page on each type of reading. 2. Answer correctly 80 per cent of 20 items on a test constructed by the teacher on at least three teacher selected articles dealing with science and/or nature.	Career Concept A projection of desired traits may give us an outline to follow in order to achieve this image. Career Performance Objectives The student is able to perform the following activity: 1. Write a paragraph with a clearly stated topic sentence supported by statements on a teacher approved topic such as "The Ideal Employee" or "The Ideal Boss."
• Vocabulary study	3. Prepare lists of at least ten new vocabulary words gained from this reading, along with dictionary meanings.	
COMPOSITION • Composition using supporting statements	4. Write a paragraph with a clearly stated topic sentence supported by other sentences to uphold a general statement on a teacher approved topic such as "The Most Important Personal Characteristic."	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. & 2. Familiarize students with the skimming technique, warning them that this should be used only for light reading. Stress that reading of factual material for retention is necessarily slower. 3. From the students' lists of vocabulary words, select 20 new words for a spelling and definitions test. 4. Ask for at least three supporting sentences or reasons why the topic sentence being used is correct. For Teaching Career Concepts 1. Use teaching methods as shown in 4 above.	Curriculum 1. Textbook materials	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
READING AND COMPREHENSION SKILLS •Using standard library references MECHANICS •Outlining ORAL COMPOSITION	The student is able to perform the following activities: 1. Use at least two separate library reference sources to record at least ten facts on a subject of personal interest. 2. Using a basic outline at least as detailed as that shown below, demonstrate ability to organize into outline form data on a subject of his choice: I. A. B. 1. 2. 3. Give to the class a two- to three-minute speech based on the outline prepared above.	<u>Career Concept</u> Recording and organizing career information helps one to approach career choice wisely. <u>Career Performance Objectives</u> The student is able to perform the following activities: 1. Use at least two separate library reference sources to record at least ten facts about a career of interest. 2. Present a two- to three-minute speech based on the reference work done in Performance Objective 1 above.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. While counseling against plagiarism, suggest using encyclopedias, almanacs, and unabridged dictionaries. 2. Provide students with a skeleton outline. 3. Encourage students to speak from outlined notes rather than from a speech which is completely written out. <u>For Teaching Career Concepts</u> 1. & 2. Use this as a way to inform all students about the number of different jobs. Afterwards, a poll to find out which jobs sound most appealing could be conducted.	<u>Curriculum</u> 1. Textbook materials 2. Harlandale ISD AV Dept. <u>Selecting the Theme</u> <u>Digging for Facts</u> <u>Building Reports</u> <u>Painting with Words</u> <u>Finishing Reports</u> <u>Using Reports</u> (All of the above are filmstrips.) <u>Fundamentals of Writing</u> (Set of 6 filmstrips) 3. Education Service Center #4672 <u>Writing a Report</u> (16mm, color, 11 min.) <u>Career</u> 1. Library resources 2. <u>Occupational Outlook Handbook</u>	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS BASIC TO THE READING OF LITERATURE •Study of the folk tale COMPOSITION •Writing a folk tale •Oral presentation	The student is able to perform the following activities: 1. Read at least three "folk tales" from various sources and discuss the reasons that one of these tales was created and perpetuated. 2. As a member of a small group, create a folk tale to be told to the rest of the class, with each member of the group telling one segment of the story.	<u>Career Concept</u> All work has dignity. <u>Career Performance Objective</u> The student is able to perform the following activity: 1. Discuss the dedication to duty which would have inspired creation of the folk tales read in Curriculum Performance Objective 1 above left.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts and Career Concepts</u> 1. From students' responses, compile a list of folk heroes with whom they are familiar. Add to this list names of current heroes who could be subjects of "folk stories." 2. This folk tale might center about a modern hero, or even someone whom the students know personally. Some personalities whom you could suggest are George Foreman, Ben Johnson, Shane Gould, or other persons prominent in the students' minds. Encourage their use of exaggeration and hyperbole.	<u>Curriculum</u> 1. Textbook materials 2. Harlandale ISD AV Dept. <u>Prose and Poetry</u>-- <u>Album 1</u>--<u>Journeys</u> "Myths and Legends" "The Pied Piper of Hamelin" "Song of Sherwood" "Rip Van Winkle" "Hiawatha" (Record)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
USAGE •Differentiating between levels of usage	The student is able to perform the following activities: 1. Read a short story featuring the use of idiomatic conversation, and participate in a discussion of the effect this slang usage has on the story and its readers. 2. Participate in a class discussion of factors influencing correct English usage; i. e., usage governed by social circumstances, colloquial usage, informal usage, and formal usage.	<u>Career Concept</u> Certain jobs require mastery of specialized vocabulary. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. List at least five jobs which require mastery of a specialized vocabulary.
•Identifying substandard usages	3. List one substandard or incorrect usage which he currently has heard and tell how this should be corrected, along with reasons why this usage is not recommended. 4. Complete with 80 per cent accuracy various textbook or teacher-prepared exercises on prevalent substandard usage, including the double negative, choice of pronoun forms, choice of verb forms, subject-verb agreement, confused adverb-adjective usage, and double subjects.	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. James Street's "Weep No More My Lady" contain good examples of idiomatic language used in a short story context. Students may be able to name from past reading other stories and poems in which idiomatic language is used. 2. Make sure that the students understand the meanings of the four circumstances. Show examples of the same idea as spoken in each of the situations. 3. & 4. Put a number of these usages on the board and discuss why the expressions are wrong. Avoid naming persons who are being quoted.	Curriculum 1. Textbook materials	
For Teaching Career Concepts 1. Some jobs named might be plumbing, welding, bartending, mechanical engineering, and carpentry.	Career 1. Occupational Outlook Handbook 2. "Appendix A" 3. SRA Occupational Briefs #88 Plumber and Pipefitter #199 Welder #14 Mechanical Engineer #23 Carpenter	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS BASIC TO THE READING OF LITERATURE •Literature as a reflection of its region and culture COMPOSITION •Composition using the technique of contrast	The student is able to perform the following activities: 1. Read at least three selections from various sources as approved by the teacher concerning cultures in other lands, and participate in a class discussion of parallels with or dissimilarities to our own culture. 2. Write a single paragraph of approximately 75 words using the technique of contrast to compare one aspect of our culture to that of another country.	<u>Career Concept</u> Certain careers may require relocation or travel. <u>Career Performance Objectives</u> The student is able to perform the following activities: 1. List at least three occupations which would probably require travel to other countries. 2. Discuss personality characteristics which would be necessary in a person having to live in various cultures.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Bulletin board displays created by students, copies of National Geographic magazines, and news items from the local papers can set the stage for discussion. 2. Emphasize that one facet of culture only is to be discussed, such as ways of making a living, ways people dress, methods of rearing children, or types of religion. For Teaching Career Concepts 1. & 2. Both of these objectives can be approached by using the methods shown above.	Curriculum 1. Textbook materials	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS BASIC TO THE READING OF LITERATURE •Study of the events of the Trojan War •Characters of mythology •Interpretation of maps	The student is able to perform the following activities: 1. Summarize in his own words the events leading up to and through the Trojan War. 2. Identify the significance to the Trojan War of the following characters from mythology: Ulysses (Odysseus), Achilles, Hector, Priam, Agamemnon, Paris, Helen, and Menelaus. 3. Summarize in not more than 50 words each the story line of at least one additional representative myth selected from a list of at least four myths suggested by the teacher. 4. Indicate on a map provided by the teacher the locations of Greece and the approximate site of Troy. 5. Pronounce and spell the names of at least five characters from mythology other than those involved in the Trojan War.	<u>Career Concept</u> A background in mythology would be helpful to one interested in archaeology. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. Define archaeology and discuss the rewards and hardships one might expect to find in this field.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. Edith Hamilton's <u>Mythology</u> (available in paperback) is probably the most enjoyable retelling of myths available. Students may appreciate your reading to them the legends of Perseus and Theseus and the Minotaur. 2. Your providing additional information on Achilles and Ulysses, beyond that found in their resources, may help foster students' interest. 3. Some myths you may suggest are those dealing with Theseus, Jason, Perseus, and Cupid and Psyche. 4. Any world map, map of the Aegean area, or even a blackboard line drawing can be used. Perhaps one or more students can draw and decorate precise maps for extra credit.*	<u>Curriculum</u> 1. Textbook materials 2. Harlandale ISD AV Dept. <u>Mythology: Greek and Roman</u> (16mm, color, 16 min.) <u>Greek Heroes</u> (tape) <u>Myths and Legends of Ancient Greece</u> (Set of 5 filmstrips)	
<u>For Teaching Career Concepts</u> 1. Emphasize that this profession requires a very high level of education, involves much hard work, and there is actually very little glamor. *See "Appendix D."	<u>Career</u> 1. "Appendix A" 2. <u>Occupational Outlook Handbook</u> 3. <u>SRA Occupational Briefs</u> #212 Archaeologist	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
READING AND COMPREHENSION SKILLS •Reading diagrams, graphs, and statistical illustrations	The student is able to perform the following activities: 1. Demonstrate the ability to interpret bar graphs, line graphs, a treasure map, circle graphs, and a statistical table as presented by the teacher.	Career Concept A study of selected job statistics may aid one in making a job choice. Career Performance Objectives The student is able to perform the following activities: 1. Given a bar graph by the teacher showing the proportion of students in the class who plan to attend college and those who do not, interpret the graph. 2. Given a bar graph showing types of workers needed for the period of 1970-80,[1] interpret and discuss importance of this knowledge. [1] See "Appendix D"

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Use various textbooks for sources. "Appendix D" contains a bar graph which can be used both for curriculum and career objectives. For Teaching Career Concepts 1. A committee of students can be assigned to gather information and prepare a bar graph showing student intent after graduation from high school. This graph can be used to introduce a good discussion of the need to plan ahead, especially in terms of college preparation or acquiring occupational skills or direction. 2. See "Appendix D." Point out the inadvisability of preparing for a job area which is rapidly dwindling.	Curriculum 1. Textbook materials Career 1. *Occupational Outlook Handbook* 2. "Appendix D"	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION •Description using precise adjectives	The student is able to perform the following activities: 1. Given a choice of readings by the teacher, write one paragraph of 50 to 75 words describing in detail the physical appearance of one character, using precise descriptive adjectives. 2. Employing precise descriptive adjectives, describe in 75 words the physical characteristics of one of his classmates. 3. Employing precise adjectives, describe in 50 to 75 words a commonplace, small object such as a needle, a ball point pen, or a key.	<u>Career Concept</u>

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. & 2. Mention that there is always one word which will describe best in a particular context. Your writing a sketch on the board, with suggestions from students, will illustrate technique. Several passages describing Ichabod Crane can be used to show the use of very effective technique. 3. Students can use the five senses approach by describing feel, visual appearance, and other sensory images if applicable.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION •Oral composition describing a specific process	The student is able to perform the following activities: 1. Present to classmates an oral composition of approximately two minutes, detailing step by step a particular process such as preparing a particular dish of food, building a piece of furniture, preparing to undertake a new hobby, or driving a car.	<u>Career Concept</u> The technique used in applying for a job is very important. <u>Career Performance Objectives</u> The student is able to perform the following activity: 1. List in proper chronological order the steps one would have to take in correctly applying for a job.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. Urge students to speak from notes and to use transitional devices. Suggest that each one speak as if he were preparing his listeners to pass a test on the subject. <u>For Teaching Career Concepts</u> 1. One or more of the better efforts should be written on the board and discussed for value to all future job seekers.	<u>Curriculum</u> 1. Textbook materials	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION •Paragraphing	The student is able to perform the following activities: 1. Given six brief prepared themes, each with more than one paragraph and with paragraph breaks deleted, use the following five criteria to determine where paragraph breaks should occur: a shift of attention to a different subject or to a different aspect of the same subject; arrival at a point, in narrating a sequence of events, where there is a need to skip ahead in time to avoid tiresome details; a shift in scene in narrating a sequence of events; the need to quote a different speaker when previously quoting another; and the advance from one main idea to another main idea.	<u>Career Concept</u>

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. Explain that this exercise is mainly a preview and a slight preparation for high school work. Example themes need not contain more than two paragraphs. Very obvious paragraph divisions will accomplish the purpose and will not alarm the student. Before attempting this exercise, students may benefit from being shown good examples of each type of paragraphing from their textbooks, the <u>Reader's Digest</u>, or other sources.	<u>Curriculum</u> 1. Textbook materials	

Appendix A

Selected Condensed Job Descriptions

Following is a list of condensed job descriptions which are alphabetically arranged in Appendix A.

Accountant
Air Traffic Controller
Archaeologist
Architect
Bank Operations Officer
Carpenter
Clerk-typist
Commercial Artist
Credit Collector
Embalmer (Mortician)
Insurance Home Office Underwriter
Jeweler and Jewelry Repairman
Mechanical Engineer
Meteorologist
Plumber and Pipefitter
Scriptwriter
Securities Salesman
Statistician
Veterinarian
Welder

83, 84, 85, 86, 87

Accountant	Air Traffic Controller
Nature of work: To compile and analyze business records and to prepare financial reports. Public accountants work on a fee basis. Management accountants handle the financial records of the particular firm for which they work on a salary basis. Government accountants work on the financial records of government agencies. Requirements: College degree with a major in accounting Computational aptitude Ability to work alone as well as with people Ability to pass test for CPA, if this position is desired Outlook: Excellent through the 70's Pay: $7,500 - $18,000 For additional information: American Institute of Certified Public Accountants 666 Fifth Avenue New York, New York 10019	Nature of Work: To give instructions, advice, and information to pilots by radio in order to prevent collisions and to minimize delays as aircraft fly between airports or in the vicinity of airports. Requirements: Ability to speak clearly and precisely 21 years of age Ability to pass civil service examination Approximately 8 weeks of formal training OJT and classroom work for about 6 months Work as assistant controller for about a year Outlook: Slow increase during the 1970's Pay: $600-$1500 month For additional information: Personnel Officer Federal Aviation Administration P. O. Box 1689 Fort Worth, Texas 76101

Condensed Job Descriptions

Archaeologist	Architect
Nature of work: To reconstruct the history and customs of the people who once lived at the site of excavations conducted by the archaeologist, by studying the remains of homes, tools, clothing, ornaments, and other evidences of human life and activity. Requirements: Ph.D. required for advancement Linguistics and mathematics essential Ability to travel and perform work as a laborer on expeditions Outlook: Rapid increase through the 70's Pay: Approximately $9,000-$16,000 For additional information: Smithsonian Institution Washington, D. C. 20560 The American Anthropological Association 3700 Massachusetts Avenue, NW Washington, D. C. 20016	Nature of work: To plan and design buildings and other structures, working with engineers, urban planners, and landscape architects. Requirements: Ability to pass state licensing requirements Graduation from accredited architects school (5 years) followed by 3 years of practical experience in an architect's office Artistic ability to master technical problems Flair for business Math, physics, chemistry, sociology, economics, and foreign language helpful Outlook: Rapid growth through the 70's Pay: Approximately $200 week to $25,000 year For additional information: The American Institute of Architects 1735 New York Avenue NW Washington, D. C. 20006 Society of American Registered Architects 1821 Jefferson Place NW Washington, D. C. 20036

Bank Operations Officer	Carpenter
Nature of work: To make decisions within the framework of policy set by the bank's board of directors. Using a broad knowledge of business activities, to plan, coordinate and control the work flow, to update systems, and to strive for more efficient operations of a bank. To train and supervise the large number of people who work in operations. Requirements: College degree Accounting, economics, commercial law, political science, and statistics helpful Willingness to undergo a training program of 6 months to 1 year Ability to work smoothly and tactfully with people Outlook: Rapid increase in demand through the 70's Pay: Approximately $600 month to start American Bankers Association Personnel Administration and Management Development Committee 1120 Connecticut Avenue, NW Washington, D. C. 20036 National Bankers Association 4310 Georgia Avenue, NW Washington, D. C. 20011	Nature of work: To erect wood framework in buildings, to install molding, to install trim, to build stairs, to lay floors, and to install heavy timbers on many construction jobs Requirements: Apprenticeship of up to four years High school education or equivalent helpful Good physical condition Good sense of balance Manual dexterity Ability to solve arithmetic problems quickly and accurately Outlook: Rapid increase of opportunities during the 70's Pay: Approximately $4 to $8 per hour For additional information: Associated General Contractors of America, Inc. 1957 East Street, NW Washington, D. C. 20006 United Brotherhood of Carpenters and Joiners of America 101 Constitution Avenue, NW Washington, D. C. 20001

Condensed Job Descriptions

Clerk-typist

Nature of work: To perform general office work including the following: typing letters and reports, sorting mail, filing letters and records, answering phones and taking messages, and other miscellaneous duties.

Requirements:
Ability to work closely with people
Neatness and cleanliness
Ability to speak clearly
Ability to type at least 40 words per minute
Ability to use the dictionary
Knowledge of business math
Skill in using business machines

Outlook: Employment prospects are favorable through the 70's.

Pay: Approximately $1.60 to $2.25 per hour

For additional information:

Division of Technical and Vocational Education
Bureau of Adult Vocational and Library Programs
U. S. Office of Education
Washington, D. C. 20202

Commercial Artist

Nature of work: To apply artistic talent in various commercial ventures such as advertising, package design, graphic design, interior design, industrial design, technical illustration, textile design, fashions, and handicrafts such as ceramics and jewelry making.

Requirements:
Training in an art school or institute specialialing in teaching commercial or applied art (two to three years)
High school diploma
Innate artistic talent
Creative ability
Willingness to undergo an apprenticeship training of perhaps two years

Outlook: Outlook is good through the 70's, especially in the areas of television and packaging design. There are fewer jobs for illustrators, but mechanical lettoring and paste-up artists are in demand.

Pay: Approximate beginning salary of $100 week to $20,000*

For additional information:

American Institute of Graphic Arts
1059 Third Avenue
New York, New York 10021

Society of Illustrators
128 East 63rd Street
New York, N. Y. 10021

Credit Collector

Nature of work: To handle various duties involved in collecting delinquent payments, such as contacting debtors by letter, telephone, or personal visitation, skip tracing, and contacting and reporting to clients.

Requirements:
High school diploma generally necessary
Business experience and college level courses are helpful toward advancement
Desirable personal qualities: aggressiveness, imagination, tact, perception, and dynamic drive
Ability to express himself well in speaking and writing
Not easily discouraged

Outlook: The opportunities are great for those with an interest in this field.

Pay: Approximately $100 week to $14,000+ year

For additional information:

American Collectors Association, Inc.
5011 Ewing Avenue, South
Minneapolis, Minnesota 55410

Associated Credit Bureaus of America, Inc.
6707 Southwest Freeway
Houston, Texas 77036

Embalmer (Mortician)

Nature of work: To take complete care of a decedent from the time the first call is received from the home, hospital, or place of accidental death until the funeral has been concluded, including such things as external cleaning of the body, replacement of body fluids, restoration, cosmetic reconstruction, and other required duties such as pallbearer.

Requirements:
Good health
Moderate physical strength
Manual and digital dexterity
Graduation from mortuary school
Apprenticeship of approximately two years
Helpful courses such as physiology, chemistry, psychology, English, and public speaking

Outlook: The employment outlook is good, with an increasing need of competent services.

Pay: Approximately $600 month to $20,000 year

For additional information:

National Foundation of Funeral Service
1600-1628 Central Street
Evanston, Illinois 60201

California College of Mortuary Science
1920 Marengo Street
Los Angeles, California 90033

Insurance Home Office Underwriter	Jeweler and Jewelry Repairman
Nature of work: To receive insurance applications in order to evaluate the degree of risk involved; to determine whether to accept or reject the policy and determine the rate. Requirements: College degree preferred Pleasant disposition and outgoing personality Willingness to take courses offered by the company Outlook: Employment is expected to rise only slowly during the 70's. Pay: Approximately $10,000 and up For additional information: Institute of Life Insurance 277 Park Avenue New York, New York 10017 Insurance Information Institute 110 William Street New York New York 10038	Nature of work: To make or repair rings, pins, necklaces, bracelets, and other precious jewelry, using precious metal and stones as well as other materials. Requirements: Willingness to take OJT or other formal apprenticeship of 3 to 4 years More training is required of a jewelry maker than is required of a jewelry repairman. High school education important Artistic ability Mechanical aptitude Finger and hand dexterity Good eyesight Important courses: chemistry, physics, mechanical drawing, and art Outlook: About 500 job openings are available annually. Pay: Approximate income for jewelry repairmen is $100 to $225 per week. Jewelery would make considerably more. For additional information: Retail Jewelers of America, Inc. 1025 Vermont Avenue, NW Washington, D. C. 20005 Manufacturing Jewelers and Silversmiths of America, Inc. Sheraton-Biltmore Hotel, Room S-75 Providence, Rhode Island 02902

Mechanical Engineer	Meteorologist
Nature of work: To design and develop machines which produce power, such as internal combustion engines, steam and gas turbines, jet and rocket engines, and nuclear reactors. Requirements: Bachelors Degree in mechanical engineering Mechanical aptitude Strong dispostion toward mathematics, science, and design of movements Outlook: Rapid growth through the 70's may be expected. Pay: $7,000 to $15,000, approximately For additional information: The American Society of Mechanical Engineers United Engineering Center 345 East 47th Street New York, New York 10017	Nature of work: Synoptic meteorologists forecast weather. Climatologists analyze past records on wind, rainfall, sunshine, temperature, and other weather data for a specific area to determine the general pattern of weather which makes up an area's climate. Dynamic meteorologists investigate the physical laws governing atmospheric motions. Physical meteorologists study the physical nature of the atmosphere, including its chemical composition and electrical, acoustical, and optical properties, the effect of the atmosphere on the transmission of light, sound, and radio waves, and the factors affecting the formation of clouds, precipitation, and other weather phenomena. Meteorological and instrumentation specialists develop the devices that measure, record, and evaluate data on atmospheric processes. Industrial meteorologists make weather forecasts for individual companies. Requirements: Bachelor of science degree in meteorology Good background in math, physics, and chemistry Ability to communicate clearly Outlook: Employment prospects are good through the 70's. Pay: Approximately $7,000 to $14,000 annually (Continued on next page)

Meteorologist (continued)	Plumber and pipefitter
For additional information: American Meteorological Society 45 Beacon Street Boston, Massachusetts 02108 Environmental Science Services Administration Washington Science Center Rockville, Maryland 20852	Nature of work: To install pipe systems that carry water, steam, air, or other liquids or gases, and to repair or alter existing pipe systems and install plumbing fixtures, appliances, and heating and refrigeration units. Requirements: Apprenticeship which may be as long as 5 years Classes in drafting, blueprint reading, math, applied physics and chemistry, and local building codes and regulations Ability to pass test on local codes if required Outlook: Employment should rise through the 70's. Pay: Approximately $5 to $10 per hour For additional information: National Association of Plumbing-Heating-Cooling Contractors 1016 20th Street, NW Washington, D. C. 20036 United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada 901 Massachusetts Avenue, NW Washington, D. C. 20001

Scriptwriter

Nature of work: To write for radio, television, and motion pictures such things as drama, documentaries, business films, news and sports broadcasts, special feature programs, commercials, public service announcements, continuity for radio and television programs, and movie scripts.

Requirements:
All available English courses
College education in liberal arts or the social sciences
Willingness to live in New York or California
Desire to write
Creative ability

Outlook: Opportunities are not great in number. There is, however, always a demand for talent.

Pay: 5000+ Free lance writers may experience wide variation in income.

For additional information:

Writers Guild of America, East
1212 Avenue of the Americas
New York, New York 10036

Writers Guild of America, West
8955 Beverly Boulevard
Los Angeles, California 90048

Condensed Job Descriptions

Securities Salesman	Statistician
Nature of work: To execute client's buy and sell orders through his firm's order room, to advise customers on negotiations, to supply latest stock and bond quotations and information regarding financial statuses of corportations. Requirements: Must meet state licensing requirements Ability to secure personal bond Willingness to undergo training of approximately 6 months College education desirable (BBA or liberal arts) Courses in finance and securities related subjects helpful Outlook: Employment prospects are very good throu h the 70's. Pay: Approximately $500 to $1,000 or more monthly For additional information: National Association of Securities Dealers, Inc. 1707 H Street, NW Washington, D. C. 20006	Nature of work: Applied statisticians develop and analyze data in a particular field such as economics, demography, or education to forecast growth or conditions, to help decision makers, or to predict and evaluate the results of new programs. Mathematical statisticians use mathematical theory to design and improve statistical methods for obtaining and interpreting numerical information. They develop statistical tools in areas such as probability, experimental design, and regression analysis. Requirements: Bachelors Degree with a major in statistical or mathematical field Ph. D. helpful for university work Outlook: Employment prospects are good through the 70's. Pay: Approximately $7,000 to $10,000 yearly For further information: American Statistical Association 810 18th Street, NW Washington, D. C. 20006 Society for Industrial and Applied Mathematics 33 South 17th Street Philadelphia, Pennsylvania 19103

Veterinarian	Welder
Nature of work: To diagnose, treat and control numerous diseases and injuries among species of animals, to perform surgery, and to prescribe and administer drugs, medicines, vaccines, and serums. Requirements: Degree of Doctor of Veterinary Medicine (DVM) True feeling and concern for animals Manual dexterity Courses helpful in chemistry, physics, and mathematics Business acumen helpful Outlook: Employment outlook is very good through the 70's. Pay: Approximately $9,000 to $15,000 For additional information: American Veterinary Medical Association 600 South Michigan Avenue Chicago, Illinois 60605 Agricultural Research Service U. S. Department of Agriculture Washington, D. C. 20250	Nature of work: To use electric or gas torch methods of joining metals together. Requirements: Several years of OJT Knowledge of blueprint reading, welding symbols, metal properties, and electricity helpful Ability to concentrate on detailed work Ability to bend, stoop, and work in awkward positions Manual and digital dexterity Outlook: Employment opportunities should increase through the 70's. Pay: Approximately $3 to$4 per hour For additional information: The American Welding Society 345 East 47th Street New York, New York 10017 International Brotherhood of Boilermakers, Iron Shipbuilders, Blacksmiths, Forgers and Helpers 8th at State Avenue Kansas City, Kansas 66101

Appendix B

Bibliography

of

Career Education Volumes

in Middle School Libraries

APPENDIX B

Vocational Guidance Career Manuals
Career Series
Published by Educational Books Division of
Universal Publishing and Distributing Corporation

Anderson, Social Work Careers
Anderson, Accounting Careers
Ball, Interior Design and Decoration
Ballinger, Graphic Arts Careers
Barnhart, Textile Industry
Barry, Journalism Careers
Clarke, Advertising Careers
Davidson, Psychiatry Career
Dearce, Plastics Careers
Demmon, Forestry Career
Denis, Dancing Career
Elliott, Law Career
Endres, Food Service and Technology
Fanning, Oceanography Career
Fanning, Opportunities in Environmental Careers
Fine, Teaching Careers
Franciscus and Abbott, Occupational Therapy
Gable, Pharmacy Career
Gehman, Mathematics Career
Gould, Technical Writing
Griswold, Landscape Architecture
Haas, Sales Careers
Harrigan, Foreign Service
Harris, Meteorology
Henkin, Hotel and Motel Industry
Henkin, Public Relations
Huebner, Foreign Language Careers
Johnson, Photography Careers
Kichell, Optometry
Konzo and Bayne, Mechanical Engineering
Krumhansl, Physical Therapist

Mack, Personnel Management
Maxon, Free Lance Writing
Mills, Osteopathic Medicine
Moore, Acting
Nash, Recreation and Outdoor Education
Nelson, Vocational Protestant Religious Occupations
Newman, Speech Pathology
Nussbaum, Electronic Data Processing
Piper, Architecture Career
Place and Robertson, Management Careers
Platten, Market Research
Popham and Ettinger, Office Occupations
Pulos, Industrial Design
Reinfeld, Graphic Communications
Robinson, Traffic Engineering
Rosenthal and Folsom, Food Preparation and Service
Rosler, Life Insurance Selling
Rubenfeld, What You Must Know About Getting Into College
Scholes, Ceramic Engineering
Shackleton, Electrical and Electronic Engineering
Shengold and Greenberg, Podiatry Career
Short, Travel Careers
Shulsky, The Securities Business
Snelgrove, Geology
Spaeth, Music Careers
Stern, Drafting Careers
Stern, Machine Shop Trades
Stimson, Opticianry
Stinchcomb, Law Enforcement Career
Stone, Agricultural Engineering
Sumichrast and McMahon, Building Construction
Super, Psychology Careers
Swope, Veterinary Medicine
Weiss, Nursing Careers
Williamson, Economics Careers
Winter, Biological Sciences
Woodburn, Chemical Sciences

Open Door Books
Childrens Press

Chafin, A World of Books (Writer)
Cobe, Great Spirit (Professional golfer)
Coleman, Whatever You Can't Have (Personnel work)
Davis, On My Own (Public relations director)
Daylie, You're On the Air (Radio and television announcing)
Deer, Speaking Out (Group social work)
Diaz, Up from El Paso (Building inspector)
Dunham, Someday I'm Going to Be Somebody (Director of computer operations)
Ellis, Fun for Your Life (Community social worker).
Geary, What I'm About Is People (Community social worker)
Gibson, The Lord Is My Shepherd (Insurance workers)
Hannahs, People Are My Profession (Social worker)
Hardin, The Road from West Virginia (Factory worker)
Hoard, Curse Not the Darkness (Lawyer)
Jones, So Many Detours (Food service industry)
Leak, Mission Possible (Traffic agent and clerk)
Lopez, El Rancho de Muchachos (Boys ranch director)
Mack, Nobody Promised Me (Teacher, librarian)
Martinez, A Foot in Two Worlds (Policeman)
McCalip, Call It Fate (Social worker)
Melendez, A Long Time Growing (X-ray technician)
Patterson, I Reach for the Sky (Airline stewardess)
Robinson, Where There's Smoke (Fire fighter)
Sagara, Written on Film (Commercial photographer)
Sims, West Side Cop (Policeman)
Sine, Son of the Land (Commercial artist)
Stallworth, Look to the Light Side (Professional basketball player)
Standiford, No Hablo Inglés (Personnel worker)
Stovall, A Face in the Sun (Pilot)
Thompson, New Fields (Systems engineer)
Travis, Don't Stop Me Now (Real estate broker)
Vasquez, My Tribe (Purchasing agent)
Washington, Hey, Taxi
Williams, Iron Man (Professional basketball player
Williams, Enterprise (Laundry and dry cleaning businessman)
Yokley, Meigs Tower (Air traffic controller)

BEST COPY AVAILABLE

Appendix C

Index of Files and Records

Appendix C

Index of Films and Records

Filmstrips:

Titles	Distributors
Building Reports	Encyclopedia Britannica Films
Dictionary and Other Reference Books	Eye Gate House, Inc.
Digging For Facts	Encyclopedia Britannica Films
Finishing Reports	Encyclopedia Britannica Films
Fundamentals of Writing	Educational Audio Visual, Ins.
Giving a Book Report	Jam Handy
Grammar: Subject and Predicate	Curriculum Film Strips
Introduction to the Library	Eye Gate House, Inc.
Modifier Power	Filmstrip House, Inc.
Myths and Legends of Ancient Greece	Educational Reading Service, Inc.
Outline Power	Filmstrip House, Inc.
Painting with Words	Encyclopedia Britannica Films
Predicate Power	Filmstrip House, Inc.
Recognizing Phrases	Encyclopedia Britannica Films
Selected General Reference Sources I	Eye Gate House, Inc.
Selecting the Theme	Encyclopedia Britannica Films
Sentence Pattern Series	Coronet Films
Sentence Sense	Filmstrip House, Inc.
Subjects	Filmstrip House, Inc.
Using Reports	Encyclopedia Britannica Films
Variety and Word Order	Filmstrip House, Inc.
Word Study Series	Young American Films
Words: Their Origin, Use and Spelling	Young American Films
Writing Conversations	Encyclopedia Britannica Films
Your Dictionary and How to Use It	Society for Visual Education

104, 105, 106, 107

16mm Films:

Titles	Distributors
Building Better Paragraphs..	Coronet Films
Clerk, The..	McGraw-Hill Textfilms
Developing Reading Maturity--Interpreting Meaning.......	Coronet Films
English Language, The--How It Changes....................	Coronet Films
Grammar--Verbs and the Way We Use Them.................	Coronet Films
How to Read a Book...	Coronet Films
How to Read Biographies...	Coronet Films
Improve Your Vocabulary...	Coronet Films
Laser, The--A Light Fantastic..................................	Film Associates of California
Mythology: Greek and Roman....................................	Film Associates of California
Personality Conflicts..	McGraw-Hill Textfilms
Secretary, The--A Normal Day..................................	Coronet Films
Story of a Check, The...	Film Associates of California
Verbs--Recognizing and Using Them..........................	Coronet Films
What's in a Play..	Film Associates of California
What's in a Story...	Film Associates of California
Writing a Good Paragraph..	Coronet Films
Writing a Report..	Coronet Films

Record:

Title	Distributor
Prose and Poetry--Album 1--Journeys (2 records).........	Enrichment Learning Materials

Magnetic tape:

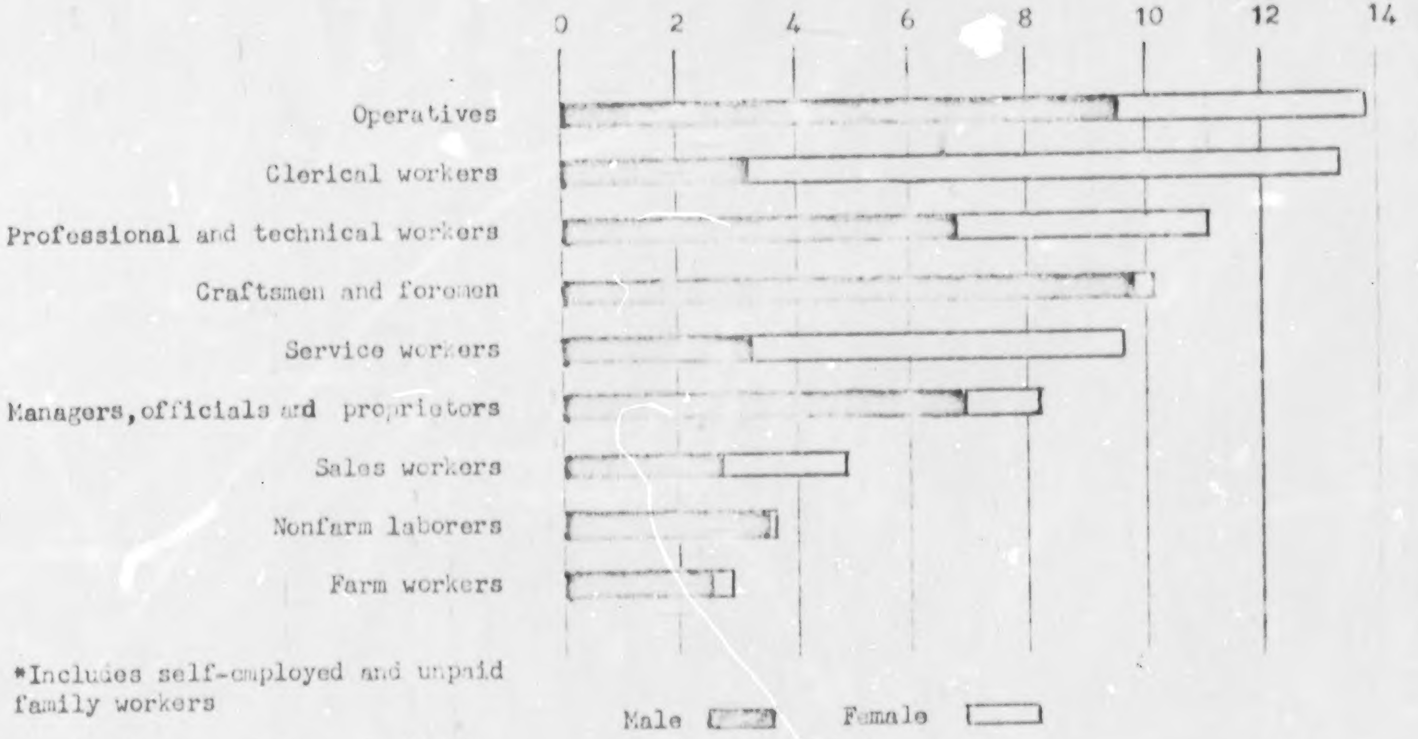
Title	Distributor
Greek Heroes...	Texas Education Agency

Appendix D

Miscellaneous

Employment in major occupational groups by sex

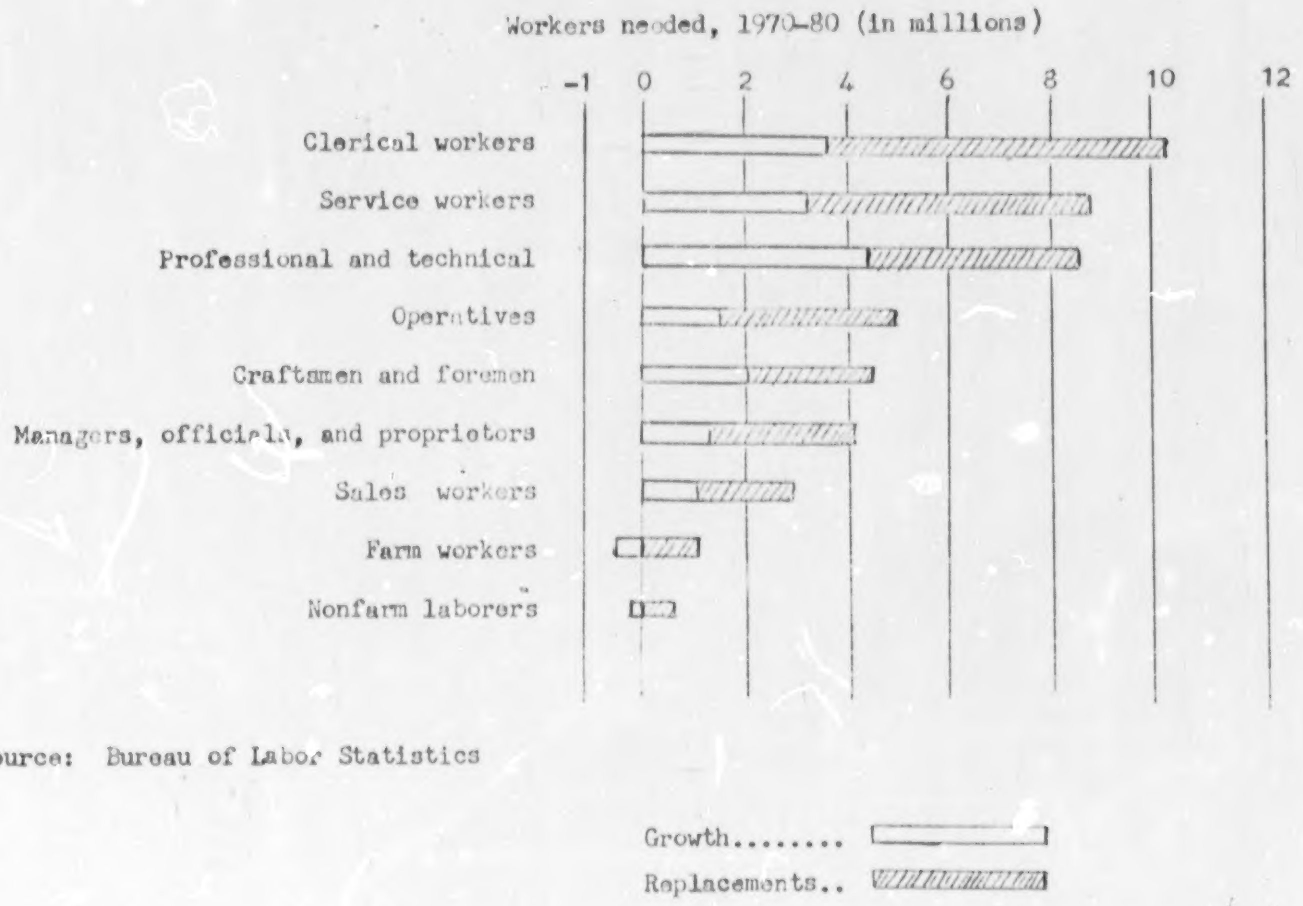
Millions of workers,* 1970



*Includes self-employed and unpaid family workers

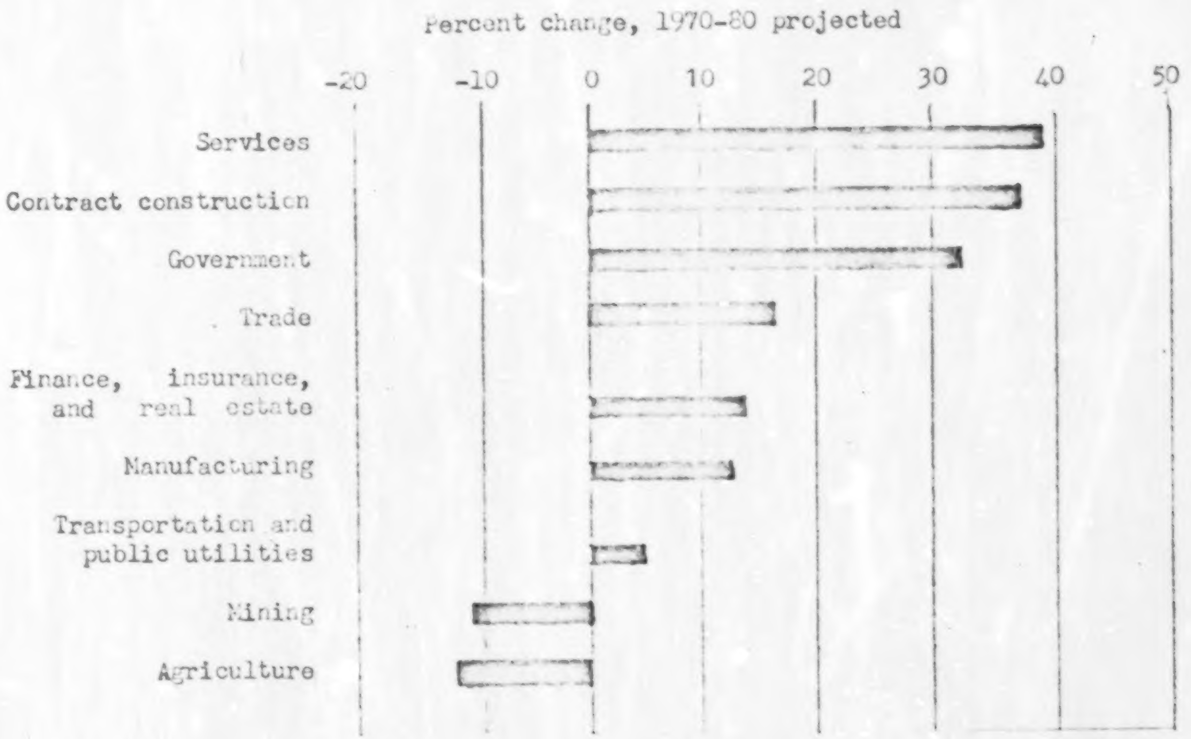
Source: Bureau of Labor Statistics

Training needs are determined by replacements plus growth

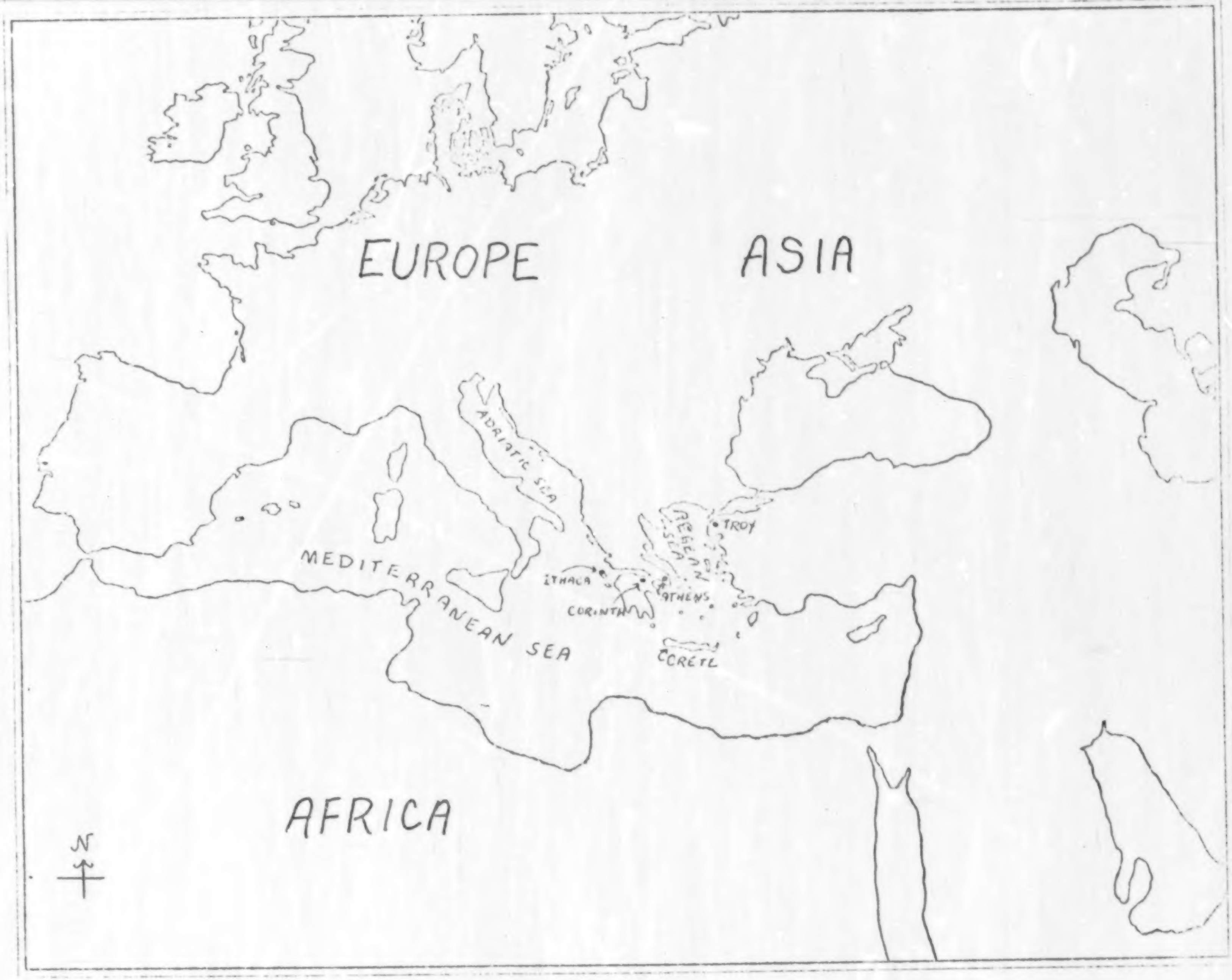


Source: Bureau of Labor Statistics

Through the 1970's, employment growth will vary widely by industry.



Source: Bureau of Statistics



Mediterranean and Aegean Area